

## STANDARD 6: STUDENT SERVICES

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

### Overview

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

### Potential Evidence

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

- Policies related to student admissions.
- Admissions counselor position
- Policies related to student matriculation.
- Policy for preparing volunteers.
- Athletic handbook
- Samples of student cumulative records
- List of counselors to whom the school refers students and families.
- Evidence of background checks and MinistrySafe (or comparable program) training for staff and volunteers
- List of first-aid materials
- Wellness plan
- Volunteer handbook
- Admissions counselor position
- Enrollment Handbook
- Registration Handbook

### Potential Practices

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

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

## Required Responses

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

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

Our school welcomes all individuals seeking a well-rounded, Christ-centered educational experience. Families interested in enrolling their child at Good Shepherd Lutheran School must complete an enrollment packet. They are also encouraged to visit our school for a personalized tour of the facilities, including classrooms, library, and the gym/cafeteria. During the enrollment process, our lead administrator meets individually with prospective families to discuss school records, test scores, and any administrative documentation from previous schools.

In recent years, Good Shepherd Lutheran School has enrolled several students who qualify for the Lindsey Nicole Henry Scholarship (LNHS), a state-funded program designed for students on Individualized Education Plans (IEPs) who would benefit from the smaller class sizes and increased teacher attention offered by private schools. Additional enrollment procedures apply for LNHS students, including a review of records and the IEP and an interview with our administrators, teacher, parent/guardian, and student.

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

At present, Good Shepherd Lutheran School does not have an on-site counselor available. Nevertheless, we uphold a strong partnership with Mid-Del schools for counseling services, directing students to these resources when needed. Additionally, our pastor is on hand for spiritual guidance and support.

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

At the start of each academic year, Good Shepherd Lutheran School conducts a parent and family orientation session. Upon enrollment, all families receive the Good Shepherd Lutheran School Student/Parent Handbook and are required to review its contents carefully. Families must sign a form indicating their understanding of all school policies. During the orientation, families have the opportunity to tour our school and visit their children's classrooms. Teachers are present in their classrooms to greet students and families, ensuring a welcoming environment. Classroom setups are complete, with desks and some with cubbies labeled with students' names, facilitating a smooth transition for students. All Good Shepherd Lutheran School staff, including administrative office staff, teachers, and administrators, are present during orientation to address any personal questions or concerns from families.

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

Good Shepherd maintains a smaller enrollment, fostering a close-knit community where students in grades 1 through 8 interact regularly. They share lunch periods, participate in recess activities together, go on combined field trips and movie outings, engage in "reading buddy" programs, worship collectively in chapel, and offer cross-age tutoring. As a result, transitioning from one grade level to the next within Good Shepherd Lutheran School has never posed a challenge.

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

We provide extracurricular activities that serve as avenues for students to develop further and showcase their God-given talents and abilities. Our diverse range of offerings includes opportunities such as choir, archery, Trail Life, and American Heritage Girls. Through participation in these activities, students have the chance to explore their interests, hone their skills, and build meaningful connections with peers who share similar passions. Whether it's through the harmonies of the choir, the precision of archery, or the character-building experiences of Trail Life and American Heritage Girls, our extracurricular programs enrich the overall educational experience by fostering personal growth, leadership development, and a more profound sense of community.

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

Students actively demonstrate their faith through a multitude of meaningful student activities that embody the values of compassion, generosity, and service within our school community. Annually, students express their care and support for our church's home-bound members by crafting and sending heartfelt Christmas cards, spreading joy and warmth during the holiday season. Additionally, students eagerly participate in visits to local assisted living centers, where they showcase their musical talents through Christmas and Spring musical programs, bringing smiles to the faces of residents and fostering a sense of connection and community. Students contribute to chapel offerings by generously donating canned foods for the Mid-Del food pantry, Thanksgiving food baskets for the less fortunate, and funds to provide bibles for those in need, demonstrating their commitment to supporting those in need and living out the principles of Christian stewardship. Through these student-led initiatives, our students exemplify their faith in action, embodying the teachings of Christ and making a positive impact on the lives of others within our school and broader community.

**7. How are staff and volunteers prepared to supervise students during activities?**

Classroom teachers oversee student activities, including field trips, zoo outings, visits to the state fair, and movie outings. They enlist classroom parents to assist with small group supervision and transportation to and from events. Our teachers ensure that each parent has a phone and provide their cell phone number if the parent has any concerns. Prior to departure, students are reminded of expected behavior in the presence of parent volunteers. Our lead administrator also attends, serving as a disciplinary presence if students misbehave.

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

Our school does not sponsor our before and after-school childcare services; instead, they are operated by the Early Childhood Center. The Early Childhood Center's before and after-school care program is designed to meet the needs of working parents and provide a safe and enriching environment for students outside of regular school hours. The before-school care program begins early in the morning, providing a supervised setting where students can engage in quiet activities, such as reading, homework completion, and socializing with peers until the start of the school day, along with being served breakfast. After-school care extends into the late afternoon, offering a structured program that includes supervised homework time, outdoor play, arts and crafts, and recreational activities. Additionally, students have the opportunity to participate in various enrichment activities, such as choir, which are organized on select days throughout the week. Our dedicated staff members ensure that students are provided with nutritious snacks and maintain a supportive and nurturing atmosphere conducive to academic, social, and emotional growth. Parents have the flexibility to enroll their children on a regular or drop-in basis, with extended hours available to accommodate varying work schedules. Overall, our ECC-sponsored before and after-school care programs are designed to support families and provide students with opportunities for continued learning, engagement, and personal development beyond the traditional school day.

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

The Good Shepherd Lutheran Early Childhood Center is part of our church's mission. Our child care serves 6-week-old infants up to and including 4-year-olds. The Center opens at 6:00 a.m. and ends at 6:30 p.m. and includes meals, snacks, and activities. Its capacity is 150 students, and we are currently at maximum enrollment capacity.

During the summer, both Good Shepherd Lutheran School students and members of the community can participate in the summer camp. The camp offers a variety of activities such as field trips, library visits, swimming, Vacation Bible School, chapel sessions, and more. The program is highly regarded and well-received by the community.

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

The procedures for selecting, training, and equipping childcare personnel at our Early Childhood Center are designed to ensure compliance with regulations set by the Oklahoma Department of Human Services (DHS). Vacancies within the center are advertised through various channels, with word of mouth being the most effective method. Potential candidates undergo a thorough interview conducted by the childcare director and lead administrator, followed by consent to a MinistrySafe background check, the costs of which are covered by the Center. Upon hire, all personnel are required to complete online courses provided by DHS, with certificates of completion maintained in their professional files. Employees working in the

kitchen must successfully pass the Food Service Servers license test, with licenses prominently displayed in the kitchen area. These comprehensive procedures ensure that childcare personnel are equipped with the necessary training and certifications to provide safe and high-quality care to the children entrusted to our Center.

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

Our lead administrator and Early Childhood Center director work together to schedule monthly fire and semi-annual tornado and active shooter drills, ensuring compliance with state regulations. One fire drill is conducted as a surprise visit in September and is overseen by the Midwest City Fire Department. Each drill is timed, and any issues encountered are noted for improvement in subsequent drills. Records of safety drills are documented and prominently displayed on the Early Childhood Center information bulletin board at our school entrance.

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

The procedures for crisis intervention and addressing medical emergencies at our school and Early Childhood Center are comprehensive and designed to ensure the safety and well-being of all individuals on the premises. All administrative personnel have undergone CPR and blood-borne pathogens training, with teachers strongly encouraged to participate in annual training or review sessions covering first aid, CPR, and blood-borne pathogens. Automated External Defibrillator (AED) devices have been strategically installed throughout the facilities, and our administrators, teachers, and staff are trained in their use. Additionally, teachers have access to a crisis/emergency handbook for quick reference, and during initial training sessions, the lead administrator conducts a thorough review of its contents. The handbook serves as a valuable resource for staff, allowing them to note any questions for clarification during training. Interior and exterior surveillance cameras are operational at all times, enabling administrative personnel to monitor all areas of the premises from computers in our administrative offices and remotely on the lead administrator's smartphone. Emergency action guides are prominently posted in each public area, providing clear instructions in the event of a crisis. Furthermore, each staff member is equipped with two doses of Narcan to counteract opioid overdose, as well as blood clotting gauze and a tourniquet to control bleeding, ensuring prompt and effective response to medical emergencies. These procedures underscore our commitment to maintaining a safe and secure environment for everyone within our school and Early Childhood Center community.

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

Our teachers undergo various forms of training to ensure the safety and protection of students. Here are some standard components of such training:

- **Child Protection Training:** Our teachers are trained to recognize signs of mental, physical, and sexual abuse, neglect, and exploitation. This includes understanding reporting procedures and legal obligations for reporting suspicions of abuse.
- **Emergency Response Training:** Our teachers receive training in emergency response protocols, such as lockdown procedures, evacuation plans, and first aid. This training helps teachers respond effectively in crises.
- **Health and Safety Training:** Our teachers are trained in health and safety protocols, including sanitation practices, food safety, and basic first aid. This helps to maintain a safe and healthy learning environment for students.
- **Bullying Prevention Training:** Our teachers receive training in recognizing and addressing bullying behavior. This includes strategies for fostering positive peer relationships and creating a culture of respect and inclusion in the classroom.
- **Crisis Intervention Training:** Our teachers are trained in strategies for supporting students who may be experiencing crises or mental health issues. This includes de-escalation techniques and knowing when to involve additional support services.
- **Technology Safety Training:** With the increasing use of technology in education, our teachers are trained in digital citizenship and online safety practices. This includes educating our students about responsible internet use and addressing cyberbullying.

By receiving comprehensive training in these areas, our teachers can effectively ensure the safety and protection of their students and create a conducive learning environment.

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

Health records for students are maintained and stored in their information folders. We strictly adhere to all state guidelines for immunizations, and shot records are regularly reviewed multiple times throughout our school year. These records are securely stored in a locked, fire-proof filing cabinet. The Early Childhood Center director also maintains a similar fire-proof filing cabinet containing health and shot records. Access to these cabinets is restricted to the administrators, business manager, and Early Childhood Center director only.

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

Our school employs two full-time licensed cooks and one part-time helper who prepares breakfast, lunch, and after-school snacks daily. This ensures our students' compliance with Oklahoma Department of Human Services and Oklahoma State Department of Health standards. The cost of the meals is included in their annual tuition. It's important to note that **ALL STUDENTS** are led in prayer before and after each meal.

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

Promoting mental health and well-being among faculty, staff, and students is a crucial aspect of creating a supportive and thriving educational environment. Our school employs various strategies to address our mental health needs:

- **Counseling Services:** Our school provides counseling services through our pastor. He offers individual counseling sessions to support students and staff with spiritual concerns and coping strategies.
- **Crisis Intervention:** Our school has protocols in place for responding to mental health crises, such as suicide prevention protocols and procedures for addressing immediate safety concerns. This involves training staff members to recognize warning signs of crisis and connecting individuals with appropriate support services.
- **Supportive Environment:** Our school strives to create a supportive and inclusive environment where students and staff feel valued, respected, and understood. This includes promoting positive relationships, empathy, and acceptance of diversity within our school community.
- **Access to Resources:** Our school provides information and access to mental health resources, such as hotlines, support groups, community mental health services, and online resources. This ensures that our students and staff know where to turn for help when they need it.
- **Professional Development:** Our school provides professional development opportunities for faculty and staff to enhance their knowledge and skills related to supporting student mental health. This may include training in trauma-informed practices, conflict resolution, and communication strategies.

By implementing these strategies, our school can create a supportive and mentally healthy environment that promotes the well-being of faculty, staff, and students alike.

## Required Evidence

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

- Enrollment/admission policy
- Crisis emergency plan
- MinistrySafe training (or comparable program) certificates for all staff, coaches, activities sponsors, and volunteers working directly with students

## Required Indicator of Success

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

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

- YES
- NO

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

Our commitment to excellence extends to ensuring that our services meet or exceed federal, state, and local requirements across various aspects. Our enrollment and admission policy adheres to all relevant regulations, ensuring fairness and inclusivity in the admission process. We maintain a comprehensive crisis emergency plan, surpassing standard requirements to ensure the safety and well-being of our students and staff in any unforeseen circumstances. All staff, activity sponsors, and volunteers who work directly with students undergo MinistrySafe training or an equivalent program, guaranteeing that they are equipped with the necessary knowledge and skills to create a safe and nurturing environment for our students. By exceeding mandated requirements in these areas, Good Shepherd Lutheran School demonstrates its unwavering commitment to providing the highest quality of education and care for our students.

#### Comments:

N/A

## General Indicators of Success

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

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

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

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

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

### **6:02: Admission policies, guidance services, behavior-management programs, and ancillary services provide a protective framework of necessary support for students to successfully complete the school program.**

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

- Student applicants are admitted per established written admission criteria.
- Permanent, cumulative records for each student are maintained, stored, and shared in compliance with state and federal law.
- The school administers and practices written procedures for addressing students' emotional, social, and psychological needs.
- Procedures are established for evaluating students for promotion and/or graduation.

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

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

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

Our admission policies, guidance services, and ancillary services collectively form a protective framework of necessary support for students to navigate and complete our school program successfully. Admissions are conducted per established written criteria, ensuring fairness and transparency in the enrollment process. We maintain permanent, cumulative records for each student, stored and shared in compliance with state and federal laws to safeguard their privacy and confidentiality. Our school administers and practices written procedures for addressing students' emotional, social, and psychological needs, providing comprehensive guidance and support services. Additionally, procedures are established for evaluating students for promotion and graduation, ensuring that they receive the necessary academic guidance to progress successfully through their educational journey. Through these measures, we are committed to creating a supportive and nurturing environment where every student can thrive academically, emotionally, and socially.

#### **Comments:**

N/A

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

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

- The school provides a variety of extracurricular activities that meet the needs and interests of the students and reflect the purpose of the school.
- Extracurricular activities are carefully supervised by trained personnel.
- Those who supervise extracurricular activities accept the purpose of the school.
- Background checks are completed and on file for those who supervise extracurricular activities.

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

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

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

Our extracurricular activities serve as avenues for students to develop further and showcase their God-given talents and abilities. Our diverse range of offerings includes opportunities such as choir, archery, Trail Life, and American Heritage Girls. Through participation in these activities, students have the chance to explore their interests, hone their skills, and build meaningful connections with peers who share similar passions. Whether it's through the harmonies of the choir, the precision of archery, or the character-building experiences of Trail Life and American Heritage Girls, our extracurricular programs enrich the overall educational experience by fostering personal growth, leadership development, and a more profound sense of community.

**Comments:**

*This section was included in our 2018 NLSA School Action Plan.*

*Concern: More involvement in the Oklahoma District Lutheran School activities should be encouraged, such as the academic bee and sixth-grade Lutherhoma Camp event. Investigate other potential afterschool activities for the students, such as chess club and sports.*

*Action Taken: After-school programs such as choir and drama club have been implemented.*



**6:04: The school enacts a wide variety of policies and procedures that ensure the safety of each student and allow the school to comply with national, state, and local mandates.**

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

- Immunization documentation, health tests, and screenings conducted at the school conform with local and state laws.
- First-aid supplies are available and readily accessible to authorized personnel.
- Requirements for safety are conducted and recorded (e.g., fire, tornado, intruder, and other drills).
- Plans are developed and implemented for blood-borne pathogens, asbestos, CPR, first-aid training, and the distribution of medication.
- Background checks are conducted on a regular basis for all who have contact with students.
- Training for the recognition of child abuse and the protection of children is required for all who have contact with students on a regular basis.
- The school ensures the safety and security of its students when online.

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

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

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

The safety and well-being of every student are paramount, and we enact a wide variety of policies and procedures to ensure their protection and compliance with national, state, and local mandates. Our immunization documentation, health tests, and screenings adhere to local and state laws to safeguard against preventable diseases. First-aid supplies are readily available to authorized personnel to address any medical needs promptly. We conduct and record safety drills regularly, including fire, tornado, intruder, and other emergency scenarios, to prepare students and staff for potential crises. Comprehensive plans are developed and implemented for blood-borne pathogens, CPR, first-aid training, and medication distribution to mitigate risks and ensure proper response protocols. Background checks are conducted routinely for all individuals in contact with students, and mandatory training on recognizing child abuse and protecting students is provided to staff members. Additionally, we prioritize the safety and security of students online by implementing measures to safeguard against online threats and promote responsible digital citizenship. Through these rigorous policies and procedures, we maintain a safe and nurturing environment where students can thrive academically, socially, and emotionally.

**Comments:**

N/A

**6:05: School food services meet or exceed national and state guidelines.**

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

- Care is taken to ensure cleanliness where meals or snacks are consumed.
- Where food service is provided, adequate and qualified personnel are available to plan and serve a variety of well-balanced, wholesome meals in full accordance with federal guidelines.

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

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

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

Our food services adhere to stringent national and state guidelines, ensuring the highest standards of quality and safety. We prioritize cleanliness in all areas where meals or snacks are consumed and maintain hygiene to safeguard the health of our students. Our dedicated team of qualified personnel is committed to planning and serving a diverse array of well-balanced, wholesome meals that fully comply with federal guidelines. With a focus on nutrition and dietary requirements, we aim to provide students with nutritious and delicious options that support their overall health and well-being. By exceeding regulatory standards and prioritizing the health of our students, we strive to foster an environment where students can thrive academically and physically.

**Comments:**

N/A

## Summary and Response Actions

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

**A. Are the Required Indicators of Success met for Standard 6?**

YES

NO

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

Good Shepherd Lutheran School demonstrates notable strengths in student services, aligning with federal, state, and local requirements to ensure comprehensive support for student success. Our admission policies, guidance services, and ancillary services create a protective framework that nurtures students' holistic development and fosters their completion of the school program. Our extracurricular activities offer diverse opportunities for students to cultivate their God-given talents and abilities beyond the classroom. The school prioritizes student safety through a wide array of policies and procedures, ensuring compliance with national, state, and local mandates. Additionally, our food services exceed national and state guidelines, providing nutritious meals that contribute to students' overall well-being. These strengths collectively underscore our commitment to providing a supportive and enriching environment where students can thrive academically, socially, and emotionally.

**C. Based on the evidence, what are the challenges of the school related to Standard 6? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.**

N/A

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

STANDARD	RATING
6:02	3
6:03	3
6:04	4
6:05	3
Total:	13
Average: (Total ÷ 4)	<b>3.2</b>