

## STANDARD 2: RELATIONSHIPS

*The school demonstrates its purpose through relationships.*

*Note: Standard 2 is divided into three categories: school and congregation, school and community and school climate. Introductory comments and necessary responses are required for each of the three sections. Standard 2A, School and Congregation, does not apply when a Lutheran school is operating outside of a highly developed relationship with a single congregation or group of congregations.*

### STANDARD 2A: SCHOOL AND CONGREGATION

#### Overview

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

#### Potential Evidence

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

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

## Potential Practices

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

- School choirs sing at worship services
- Student involvement in activities of the sponsoring congregation(s)
- Pastoral involvement
- Pastor relates well, offering services to school families who do not belong to the sponsoring congregation(s)
- Teachers regularly worship and actively participate in activities of the sponsoring congregation
- Teachers participate in school-required conferences and events
- Teachers participate in district-sponsored conferences and events.
- CMIFs (Commissioned Minister Information Forms) are completed and regularly updated by commissioned teachers.
- Required reporting materials are submitted to district and national bodies on time and are completed with quality

## **Required Responses**

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

- 1. Describe the relationship between the school and its congregation(s).**
- 2. Describe how pastors from the sponsoring congregation(s) are involved at the school.**
- 3. In what ways are students involved in the life of the (sponsoring) congregation(s)?**
- 4. What are the ways the school connects families to association churches and their ministries?**
- 5. Describe the relationship of the school with its LCMS district and national offices.**
- 6. Describe how all teachers are engaged in in-service, workshops and volunteer efforts.**
- 7. Describe the involvement of called workers in required district conferences, workshops and volunteer efforts.**
- 8. How does the school support the work of the Lutheran Church – Missouri Synod?**

## Required Indicator of Success

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

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

YES

NO

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

**Comments:**

## **General Indicators of Success**

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

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

**2A:02: The school is an extension of the ministry of its sponsoring congregation(s). Church and school work together effectively to accomplish goals related to a well-defined purpose.**

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

The pastor is acknowledged as the spiritual leader of the whole congregation, including the school.

The pastor demonstrates that he is the spiritual leader of the school and congregation.

The congregation provides spiritual support for the school and its students.

Pastor(s) and school staff regularly demonstrate support for each other’s ministry.

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

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

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

**Comments:**

**2A:03: The school concerns itself with the ministry of the whole church and seeks opportunities to support and enhance relationships with its congregation, its district and the national church body.**

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

- Students participate regularly in congregational life through planned activities available and coordinated with the congregation.
- School staff members are actively involved in worship and congregational life in their parish.
- The school and congregation plan and work together on behalf of families who do not have an identified church home or who do not attend church regularly.
- The school supports LCMS missions.
- Called teachers participate in required district conferences and events.

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>			
<input type="checkbox"/> <b>Highly Functional (4)</b>	<input type="checkbox"/> <b>Operational (3)</b>	<input type="checkbox"/> <b>Emerging (2)</b>	<input type="checkbox"/> <b>Not Evident (1)</b>

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

**Comments:**

## Summary and Response Actions

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

- A. Are the Required Indicators of Success met for Standard 2A? (YES / NO)
  
- B. Based on evidence, what are the strengths of the school related to Standard 2A?
  
- C. Based on evidence, what are the challenges of the school related to Standard 2A? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.
  
- D. What is the school's average rating for all General Indicators of Success for Standard 2A, rounded to the nearest tenth?

STANDARD	RATING
2A:02	
2A:03	
Total:	
Average: (Total ÷ 2)	