



MNSAA
MINNESOTA NONPUBLIC SCHOOL ACCREDITING ASSOCIATION



ONSITE ACCREDITATION TEAM REPORT

April 3rd-5th, 2024
PreK-8th

St. Stephen's
506 Jackson Street
Anoka, MN 55303

Tim Sullivan, MNSAA Team Chair

ACKNOWLEDGEMENTS

The Minnesota Nonpublic School Accreditation Association onsite team visited St. Stephen's Catholic School from April 3rd-5th, 2024.

The team gratefully acknowledges the preparation of the faculty and staff of St. Stephen's Catholic School for the team visit. The team thanks Gerald Rehder and his office staff for the work they did in setting aside a room and materials for the team to review. The team also thanks Fr. Bennet, the teaching staff of St. Stephen's Catholic School, the students, the many parents, and others for taking the time to talk with us and answer our many questions. Their input provided much of the information we needed to complete the report.

The MNSAA onsite team had the responsibility to verify the report prepared by the staff of St. Stephen's Catholic School for continued accreditation of the school. We did this verification by examining the documents that were provided to us, by visiting each classroom, interviewing each teacher, staff member, the pastor, principal, and a number of parents.

In this process, the team was impressed by the diligence of the teachers to do their important work of instructing the children. We were also impressed by the openness and friendliness of the students to our interruptions of their day and our questions. The parents were eager to talk with us about why they valued the education their children were receiving at St. Stephen's Catholic School. We listened to how the teachers, students, and parents talked about the sense of family that St. Stephen's Catholic School had, where everyone knew everyone else, everyone cared for everyone, and all were interested in the learning and living of the others. The class sizes encouraged this sense of belonging, helpfulness, and support. The teachers genuinely enjoyed their teaching and the children thrived in their learning.

The sense of community and belonging was evident in our interviews with staff, students, and parents. It was also present in our observations. Community was listed as a strength of St. Stephen's Catholic School by almost everyone.

The team was diligent in finding the information they needed to verify the standards that are required for the accreditation process. Part of the self-study and the application for accreditation renewal included a narrative of how St. Stephen's Catholic School met the various standards that MNSAA has. The team noted in its report any incidents where the narrative or evidence was not sufficient to meet the standard.

The visitation team acknowledges the hospitality shown to us during our visit at St. Stephen's Catholic School. We truly appreciated the very comfortable accommodations and delicious meals.

We are grateful to the teachers for welcoming the team members into their classrooms and for the time they took in visiting with us. We found St. Stephen's Catholic students to be friendly, welcoming, courteous and respectful. It was very apparent that the stakeholders are very proud of St. Stephen's School and are committed to its success.

Our visit was a privilege and a valuable learning opportunity for the entire team. Our prayers are with you as you continue your school improvement process.

Many Blessings.



Tim Sullivan
Team Chairperson

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

Recommendations
The School Profile

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

Comments:

- *During interviews the team heard that there's some confusion over which mission statement they should be following.*
 - *While evidence of communication was presented, the team did not find a written policy and procedures for developing or reviewing the mission and philosophy statements.*
-

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:

- *A new mission statement has been written and is in the process of being reviewed and adopted.*
-

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

Comments:

- *The mission and philosophy are displayed in every classroom, in their parent handbook, and on their website. The mission is also displayed in the office.*

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

- *The team recommends creating written policy and procedures for developing and/or reviewing the mission and philosophy statements.* Found in SSP
- *The mission statement needs to be clarified with all staff.* Found in SSP O1S1

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*

Summary: Sufficient Indication of Compliance
 Compliance with Concerns
 Insufficient Indication of Compliance

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 mission is present in classrooms and in lesson plans.*

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*

Summary: Sufficient Indication of Compliance
 Compliance with Concerns
 Insufficient Indication of Compliance

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

2.06 SERVICES TO SUPPORT LEARNERS: The school provides developmentally appropriate support 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

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:

- *While a written curriculum review is present, the team agrees with the school's strategic plan to improve the process.*

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

Comments:

- *The team did not find a written philosophy of assessment.*

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

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

- *The team recommends the school create and publish a philosophy of assessment for St. Stephen's Catholic School (2.11)* Found in SSP
- *The team agrees with the school's plan to improve their curriculum review process. (2.07)*
 Found in SSP O2.S2

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 that Meet MN Statute 121A.031 Prohibiting Intimidation and Bullying*

Summary: *Sufficient Indication of Compliance*
 Compliance with Concerns
 Insufficient Indication of Compliance

Comments:

- *Many teachers expressed their appreciation for the Behavior Para's support this school year.*
- *Through interviews with teachers, some expressed a need for more clarity in the new discipline management system.*

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

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

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

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

- *The team recommends that the behavior management system be clarified with all staff. (3.01)*
 - 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

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

Comments:

- *The team found the school's website to be weeks out of date.*

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

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

Comments:

- *The team agrees with St. Stephen's plan to develop a strategy to retain students entering middle school.*

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

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

- *The team recommends the school's website be updated regularly. (4.02)* Found in SSP
- *The team agrees with St. Stephen's plan to develop a strategy to retain students entering middle school. (4.05)* 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

Comments:

- *Mr. Rehder is enrolled in an administrative licensing course and will begin classes this June.*

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

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

Comments:

- *Employee files contained the signed Code of Conduct and Oath of Fidelity.*

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

Comments:

- *Each file viewed had a job description, including for non-teaching staff.*

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 in teachers' files, but not other school 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:

- *While there was evidence of professional development opportunities, the team did not find a written 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

Comments:

- *The team did not find evidence of written evaluation and performance appraisals in all staff files.*

Recommendations Standard 5: Personnel

- *The team supports the principal's plan to meet the requirements of standard 5.01 and notes the requirement to provide annual updates to the director. (5.01)* Found in SSP
- *The team recommends that all non-teaching school staff also receive annual performance reviews. (5.09)* Found in SSP
- *The team recommends that a formal written professional development plan be created and implemented. (5.10)* Found in SSP O2S3
- *The team recommends that personnel files include annual evaluations for all staff. (5.12)* Found in SSP

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

Comments:

- *The team heard through interviews the potential need to evaluate and revise the leadership structure to assist with the principal responsibilities.*

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

Comments:

- *A completed evaluation for 2019 was found along with a template, however, no other evaluations were found.*

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 a written orientation for new advisory board members.*

6.05 SCHOOL POLICIES: The governing body systematizes the policies of 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

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

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:

- *The team did not find a written process for determining compensation.*

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:

- *While the narration refers to the nondiscrimination policy, a written, published version was not found.*

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

- *The team recommends St. Stephen's review and evaluate the responsibilities of the principal to determine if a revised leadership structure would benefit the school. (6.01)*
 Found in SSP
- *The team recommends implementing a consistent evaluation process for the principal. (6.02)*
 Found in SSP
- *The team recommends providing and documenting orientation for the advisory board members. (6.04)* Found in SSP
- *The team recommends developing a written process for determining compensation that is regularly reviewed and communicated. (6.08)* Found in SSP
- *The team recommends ensuring the nondiscrimination policy is published in the policy book and appropriate handbooks. (6.11)* 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:

- *Through our interview with the School Advisory Committee, their input was lacking.*
-

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 plan does not connect with all of St. Stephen's Catholic School's identified recommendations.*
 - *The plan only goes out three school years.*
-

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*

Comments:

- *The state of the school does not include school strategic plan updates.*

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*

Recommendations

Standard 7: The School Strategic Plan for Improvement

- *The team recommends the school develop a comprehensive process for reviewing and revising the school strategic plan that involves all stakeholders. (7.01)* Found in SSP
- *The team recommends that the school strategic plan be revised to meet the quality expectations of MNSAA, specifically in the areas of Connected and Visionary. (7.02)* Found in SSP
- *The team recommends that St. Stephen's Catholic School develop a process for better communication of the school strategic plan and its annual updates. (7.03)* Found in SSP

SUMMARY OF VISIT – *Name of School, City*

Most Significant Areas of Strength

- *There is a strong sense of community and trust found between parents, teachers, students, and staff of the school.*
- *The team heard from staff and parents that the hiring of Mr. Rehder created a cause for optimism for the future of the school.*
- *The physical space is well maintained and secured. The school is clean, updated, and inviting.*
- *The school boasts a robust curriculum, meticulously designed to challenge and inspire students across diverse academic disciplines.*
- *The community sees the staff as a strength of the school. The teachers have a strong, child-focused mindset and are mission driven.*

Most Significant Areas Identified for Growth/Improvement

- *The team agrees with St. Stephen's plan to develop a strategy to retain students entering middle school. (4.05) Found in SSP O3S1*
- *The team recommends the school identify and document required policies and procedures in handbooks, policy books, etc. (ie. philosophy of assessment, school-wide professional development plan, salary information, and nondiscrimination policy.) Found in SSP*
- *The team recommends St. Stephen's develop, implement, and document an evaluation process that includes all staff. (5.09, 5.12 & 6.02) Found in SSP*
- *The team recommends St. Stephen's review and evaluate the responsibilities of the principal to determine if a revised leadership structure would benefit the school. (6.01) Found in SSP*
- *The team recommends that the School Strategic Plan be revised to better reflect their findings and meet the quality expectations of MNSAA in the areas of Connected and Visionary. (7.02) Found in SSP*

ONSITE VISITING TEAM MEMBERS

| Name | School / Organization, City |
|----------------------------------|---|
| <i>Christine Spevacek</i> | <i>Annunciation Catholic School, Minneapolis</i> |
| <i>Ann Marie Zeimetz-Schultz</i> | <i>Frassati Catholic Academy, White Bear Lake</i> |
| <i>Kate Firnstahl</i> | <i>St. Michael Catholic School, St. Michael</i> |
| <i>Susie Griffith</i> | <i>St. Vincent de Paul, Brooklyn Park</i> |

ONSITE VISITING TEAM CHAIRPERSON(S)

| Name | School / Organization, City |
|---------------------|--|
| <i>Tim Sullivan</i> | <i>St. Elizabeth Ann Seton Catholic School, Hastings</i> |

Signature of Team Chairperson(s)



Date: *April 6th, 2024*