



ONSITE ACCREDITATION TEAM REPORT

March 22-24, 2023
Kindergarten - 6th Grade

St. Raphael Catholic School
20 West Van Dusen
Springfield, MN 56087

Mrs. Kari Zobel
MNSAA Team Chair

ACKNOWLEDGEMENTS

The MNSAA accreditation team would like to thank the St. Raphael Catholic School community for their generous hospitality during our visit. Everyone was very welcoming and accommodating to our team. We truly appreciate the delicious meals and snacks that were provided throughout the visit.

The team thanks Mrs. Beth Steffl for providing the team with the self-study, school profile and the school strategic plan several weeks prior to the visit to allow adequate time for the team to review the materials. The supporting documentation needed during the visit was well-organized and readily available to the team. It is clear that Beth and her staff put a lot of time and effort into preparing for our visit.

The team members were impressed with the approachability of the staff, students, parents, Father Garrett and the Education Board members of St. Raphael and their willingness to talk to the team and share their experiences. It is evident that St. Raphael is a strong community that takes great pride in their school and upholds their mission to bring students to a deeper relationship with Jesus while providing excellent education.

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

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

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 team found that both the Mission and Philosophy statements were communicated to stakeholders, however, the Mission statement is more prevalent in documents, handbooks, and correspondances.*
- *The team commends the daily use of the mission statement during the morning announcements.*
- *The team concurs with St. Raphael's narration that the website should be updated to more fully reflect the mission, philosophy and community of St. Raphael Catholic School.*

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

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

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 concurs with St. Raphael that, though there are curriculum standards for each content area, there was not evidence that the curriculum standards are guiding instruction in all content areas and all grade levels.*
- *The team identified the need to also better connect standards to the development and selection of curriculum resources that support the standards and latest research.*

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

Comments:

- *The team commends the teaching staff on their dedication to the individualized instructional strategies seen in the classroom and how their instruction adapts to the needs of students.*

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 observed evidence that SEL strategies are used throughout the school, however the team concurs with St. Raphael that a more robust program would be beneficial.*

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 commends St. Raphael for their commitment to providing additional academic supports to individual high need students within the classroom and providing after school tutoring for students who demonstrate need.*

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 concurs with St. Raphael that the curriculum review cycle has been interrupted for several years due to a variety of factors including staff turnover, Covid and preparation for accreditation.*

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

Comments:

- *The team commends St. Raphael for providing numerous instructional resources for teachers and students. Many examples were found in the evidence provided for the team and in the classrooms as well.*
- *The team commends the schools dedication to STEM learning opportunities in the makerspace classroom.*
- *The team heard through interviews the need to review and update social studies and science resources.*

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

Comments:

- *The team commends St. Raphael for their commitment to indoor and outdoor physical activity including several items for students to use for recess and outdoor play and the plans for playground updates.*

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

Comments:

- *The team commends St. Raphael for their commitment to technology updates including iPads available for student use, an updated computer lab, SMART board access and a dedicated technology support person.*

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 commends St. Raphael for their commitment to adding curriculum resources to better support achievement in grammar and spelling based on assessment data.*
- *The team commends St. Raphael's use of an outside consultant to help teachers reflect on testing data allowing teachers to adapt instruction and add additional resources based on this data.*

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

- *MNSAA 2.03 The team recommends that St. Raphael ensures that educational standards are guiding instruction in all content areas across all grades, with curriculum resources supporting these standards and best practice instruction.* Found in SSP
- *MNSAA 2.07 The team recommends that St. Raphael review and reinstate their curriculum review cycle.* 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 that 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

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 noted a high shelf in the cafeteria above the area where students are waiting in line for lunch that raised a safety concern for the team.

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

- *MNSSAA 3.05 The team recommends evaluating the safety of the high shelf in the cafeteria where students wait in line for lunch.* 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 concurs with St. Raphael that there is not a formal written process or description for the orientation of staff, students, families and volunteers.*
-

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 heard consistently from various community stakeholders that the school is actively involved in providing service to the surrounding community. There is also strong support for the school from local businesses and community members.*

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 commends St. Raphael for their creative use of marketing strategies to increase enrollment in their school including yard signs and t-shirts.*
- *The team concurs with St. Raphael's goal of developing their website in order to continue the marketing of their 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

- **MNSAA 4.01** *The team recommends that St. Raphael develop a written process for the orientation of new staff, employees and volunteers.* 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*

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 did not find an evaluation process for some non-teaching 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

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 found that, though there are performance reviews for all teaching staff, there are not performance reviews for some non-teaching staff members.*

Recommendations

Standard 5: Personnel

- *MNSAA 5.09 The team recommends that an evaluation process be developed for all staff members.* Found in SSP
- *MNSAA 5.12 The team recommends that annual performance reviews occur for all staff members.* 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

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 concurs with St. Raphael's identified challenge that there is not a formal process for training and self-evaluation of the Education Board.*

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 found that St. Raphael does not currently have a written salary compensation structure and there is not any evidence of employee compensation being communicated.*

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

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

- *MNSAA 6.04 The team recommends that St. Raphael develop a formal process for training and self-evaluation of the Education Board.* Found in SSP
- *MNSAA 6.08 The team recommends that St. Raphael develops a written salary compensation structure and communicates this to employees.* Found in SSP (Partially vetted)

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 commends St. Raphael on their highly collaborative process for the development of the School Strategic Plan.*

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 that many action item deadlines are due for completion in the current and first two years of implementaton. There are also several times that the word "ongoing" is indicated for the timeline.*

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

Recommendations

Standard 7: The School Strategic Plan for Improvement

- *MNSAA 7.02 The team recommends a review of the timeline to make sure the School Strategic Plan is reasonable for the completion of actionable items.* Found in SSP

SUMMARY OF VISIT – *St. Raphael Catholic School, Springfield*

Most Significant Areas of Strength

- *The team recognizes the outstanding leadership of Mrs. Beth Steffl. Staff and community stakeholders spoke highly of her commitment to the St. Raphael school community. Teachers noted the tremendous support she provides them ensuring their success as professional educators.*
- *There is a strong and supportive community at St. Raphael and a dedication to the continued success of the school. School leadership, staff, students, parents, Father Garrett and the Education Board members we spoke with take great pride in their school and live out their mission to bring students to a deeper relationship with Jesus while providing excellent education.*
- *The team commends the teaching staff on their dedication to the individualized instructional strategies seen in the classroom and how their instruction adapts to the needs of students. It is evident there is a high level of care and compassion for each student.*
- *The team heard consistently from various community stakeholders that the school is actively involved in providing service to the surrounding community. There is also strong support for the school from local businesses and community members.*
- *The team commends St. Raphael's use of an outside consultant to help teachers reflect on testing data allowing teachers to adapt instruction and add additional resources based on this data.*

Most Significant Areas Identified for Growth/Improvement

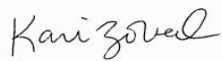
- *MNSAA 2.03 The team concurs with the need for St. Raphael School to better connect standards to curriculum to guide instruction and the development and selection of curriculum resources that support the latest research and standards.* Found in SSP
- *MNSAA 2.07 The team concurs with the need for St. Raphael School reinstate the curriculum review cycle that had been interrupted for several years.* Found in SSP
- *MNSAA 3.05 The team recommends evaluating the safety of the high shelf in the cafeteria where students wait in line for lunch.* Found in SSP
- *MNSAA 5.09 & 5.12 The team recommends developing a written annual evaluation/performance review process and implementing it for all staff.* Found in SSP
- *MNSAA 6.08 The team concurs with the need for St. Raphael School to develop/update a written salary compensation structure and to make salaries more competitive to aid in teacher retention and recruitment. Communicating this to the staff is also recommended.*
 Found in SSP (Partially vetted)

ONSITE VISITING TEAM MEMBERS

| Name | School / Organization, City |
|-----------------------------|-----------------------------------------------------|
| <i>Mrs. Sheila Loschy</i> | <i>Annunciation Catholic School Minneapolis, MN</i> |
| <i>Mrs. Lisa Dieter</i> | <i>St. Mary's Catholic School Tracy, MN</i> |
| <i>Mrs. Amanda Petersen</i> | <i>St. Mary's Catholic School Tracy, MN</i> |
| <i>Miss Paula Dudgeon</i> | <i>Holy Redeemer Catholic School Marshall, MN</i> |

ONSITE VISITING TEAM CHAIRPERSON(S)

| Name | School / Organization, City |
|------------------------|-----------------------------------------------------|
| <i>Mrs. Kari Zobel</i> | <i>Annunciation Catholic School Minneapolis, MN</i> |

Signature of Team Chairperson(s)**Date:** 3/24/2023