

TRINITY LUTHERAN HIGH SCHOOL NLSA ACCREDITATION, APRIL 2009 ONGOING IMPROVEMENT REPORT FORM
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School: Trinity Lutheran High School
7120 N. Co. Rd. 875 E.
Seymour, IN 47274

The Mission of Trinity Lutheran High School is to educate, develop, and prepare Christian servants and leaders.

Churches and Pastors of the Association:

Name of Church	Pastor	Address
Bethel-Austin	Scott Kozisek	101 Church Street, Austin, IN 47102
Emanuel-Dudleytown	Scott Kozisek	2174 S. Co. Rd. 750 E., Seymour, IN 47274
Faith	Todd Riordan	6000 W. St. Rd 46, Columbus, IN 47201
Grace	John Armstrong	3201 Central Ave, Columbus, IN 47203
Immanuel	Ralph Blomenberg	605 S. Walnut Street, Seymour, IN 47274
	Philip Bloch	
	Jimmy Rodriguez	
Lord of Life	Vicar Oliphant	3330 N. Hwy 3, North Vernon, IN 47265
Peace	Aaron Rosenau	330 W. Tipton, Seymour, IN 47274
Redeemer	Andrew Currao	504 N. Walnut St., Seymour, IN 47274
	Daniel Lepley	
St. John's-Sauers	Craig Muhlbach	1108 S. Co. Rd. 460 E., Seymour, IN 47274
St. John's-White Creek	Josh Cook	16150 S. 300 W., Columbus, IN 47201
St. Paul's-Jonesville	Ed Keinath	P.O. Box 1234, Seymour, IN 47274
St. Paul's -Wegan	Al Wolka	1165 E. 400 S., Brownstown, IN 47220
St. Paul Lutheran Church	Doug Bauman	2555 S. 300 E., Columbus, IN 47201
St. Peter's - Waymansville	John Beabout	11630 W. 930 S., Columbus, IN 47201
St. Peter's - Columbus	Mark Teike	719 5th Street, Columbus, IN 47202
	Mike Malinsky	
	Patrick Galligar	
Zion	Jeff Stuckwisch	1501 Gaiser Dr., Seymour, IN 47274

List of the school's planning committee:

Name	Relationship	Occupation
*Jan Buss	Parent of former TLHS student	Principal of St. John, White Creek
Ted Meier	Chairman of the Board	Construction
Max Goecker	Future TLHS parent	Educational Furniture Salesman
Janet VanLiew	Parent of TLHS student	Public Education Teacher
Garry Clayton	Parent of TLHS student and alum	Salesman
John Anderson	TLHS teacher	Teacher
Pastor Philip Bloch	Parent of TLHS student	Pastor
Marvin Brandt	Board Member	Accreditation advisor
Daniel Sievert	Principal	Principal

Participatory process used by this committee to assess needs and formulate goals:

The steering committee held regular meetings to work through the survey and needs identification process, to develop the goals, and to complete the formal report. The standards and narratives were completed mostly by the faculty with oversight from the steering committee. The goals were a result of the findings of the standards completion, of the thorough surveys that were completed, and the follow-up feedback received from the staff and parents following the surveys. The committee first looked at the weaknesses according to the feedback and compared the ministry of Trinity to other high schools in the area. After brainstorming a list of goals, the committee settled on three, and began creating objectives and strategies. The list of goals was finalized and reviewed by the entire faculty for comments and possible additions or changes.

Agencies currently accrediting Trinity Lutheran High School: National Lutheran Schools
North-Central
State of Indiana

COMMUNITY

Trinity Lutheran High School was started with the purpose of offering a quality, Christian education to high school students in Southern Indiana. There was, and continues to be, a tremendous amount of support from many in the community, and as a result, Trinity continues to receive many blessings. Trinity has now finished in the black the last three years, and the enrollment has grown each year, currently at 117 for 2008-2009. Based on recruitment numbers and registrations for next year, the school will grow again. Since its last accreditation, Trinity has undergone many beneficial changes for the students. The biggest improvement has been the increase in curricular and extra-curricular opportunities. Trinity has added many electives, including AP and dual credit classes, and has improved scheduling so that students have more choice in their class schedules. For extra-curriculars, students now have the opportunity to participate in twelve IHSAA sports, National Honor Society, FFA, and chess club. The increase in opportunities for the students combined with the positive feedback now being shared from a growing group of alumni has created a positive image of the school in the community. This has also led to an increase in enrollment.

ENROLLMENT

20	Seniors
23	Juniors
37	Sophomores
<u>37</u>	<u>Freshmen</u>
117	Total School Enrollment

Through God’s grace, Trinity has experienced substantial growth since the last accreditation visit due to an excellent facility, a competent and caring staff, and the quality of education and opportunities offered to the students. The growth has brought students from various churches in the area; currently 27 churches are represented by the student body. Through this growth, the composition of student race and students in need of special educational has remained relatively constant. The increase in enrollment has been promising in Trinity’s early years, especially considering the current economy. The addition of a part time recruitment director has had an

impact in the last few years. The recruitment director visits every grade of every local Lutheran school. She and her student ambassadors share information about Trinity and build relationships. Shadow days bring students into the building during school hours and give them a first-hand look at the benefits of Christian education.

The expected enrollment trends in the future are optimistic at this point. While a formal survey of eligible students in the early elementary grades has not been conducted, the interest level in the upper grades seems to be increasing. The current senior and junior classes are smaller in size, and larger incoming classes the next two years should lead to growth. The large amount of tuition aid that is awarded every year makes Trinity an option for every family.

Trinity has not reached maximum capacity yet, and the only limits of classroom space have been due to an increasing number of class offerings and a low teacher-to-student ratio. The future holds the potential of exciting growth, and an increasing challenge to offer a large amount of classes in a schedule that fits for all of the students. The current situation is positive. As word of mouth spreads and recruitment continues, prayerfully an increasing number of families will become part of the Trinity family.

STAFF INFORMATION

Staffing has remained fairly constant over the past five years. All full time teachers have remained full time, one part time teacher has been called full time, and a few part time changes have been made to fill vacant positions or to increase course offerings.

A new administrator was called to replace the original administrator who took a call to serve as Executive Director at Mayer, Minnesota. The original administrator and staff of Trinity Lutheran High School did an excellent job serving their Lord and students in the early years, and the result is a school that is experiencing growth in many areas.

The implementation of a partial block schedule and the coordination of seven full time faculty and six part time has expanded course offerings for students in the past five years. In addition, adding a called, ordained minister to the staff has solidified the theology department and has improved communication with local pastors through various meetings.

The staff have all participated in various forms of professional development over the past four years through individual participation in conferences in their curricular area or attendance at the Indiana district teachers conference. In addition, regularly scheduled development days in the calendar have provided opportunities for group work, Red Cross certification, safety and preparedness training, collaboration on the accreditation process, and ministry to each other.

SUPPLEMENTAL SERVICES

Currently, Trinity has several partnerships with outside agencies which serve to benefit the students. Ivy Tech Community College has formed a partnership with Trinity to offer dual credit courses in the areas of U.S. History and Introduction to Microcomputers. Trinity students continue to have priority access to driver's education offered in the spring on site. Teachers have made use of supplemental materials from the Jackson County Library as well as from various local public schools. Trinity students have the opportunity to utilize bussing through Seymour Community

Schools, and busses are acquired for various field trips and athletic events. Trinity currently uses FAIR, a third source tuition aid company, to determine the appropriate level of aid to award each needy family. In addition, families can sign up for automatic payments using FACTS or online through the Trinity website. The guidance counselor ensures all students are tested according to Indiana requirements, and individual testing of students for specific needs is arranged through Seymour Community Schools. Juniors and Seniors are made aware of various scholarship opportunities through the guidance office and receive help throughout the college application process. Students receive health testing through a registered nurse and have the opportunity to donate blood at several blood drives during the year. Since the last accreditation, Trinity has also formed a partnership with Dream It, Do It! of Indiana, providing the students with career information, opportunities, and a job fair each spring at Seymour High School. In addition, through a partnership with Work Force Development, seniors are taken through mock interviews by human resource directors from area businesses.

SCHOOL PROFILE SUMMARY

One of Trinity's greatest strengths is the dedicated, caring staff members, who spend countless hours in carrying out the mission. Due to long hours on their part, the students are offered a large number of curricular and extra-curricular opportunities, especially for a school in its eighth year. The students enjoy smaller class sizes, and the school provides a safe learning environment in and out of the classrooms. The successes of Trinity are starting to be heard by a growing number of families as the number of alumni continues to increase.

Financially, the school has been very blessed. Trinity finished in the black for the third year in a row, and has been able to pay staff according to district guidelines and provide for the needs of the staff and students. Each year, an auction is held to raise money for financial aid, and \$100,000 has been awarded the past two years. This year, the special wishlist item was for a new computer lab, and over \$35,000 was given. Recently, a feasibility study was conducted which resulted in a capital campaign to retire debt. Now in the second year of the campaign, the pledges have made it possible to restructure and pay off some of the debt. The many caring and generous donors have continued to see to the students needs and will hopefully continue to do so in the future.

Resources of the Needs Assessment:

Surveys – Ten different surveys designed specifically for Trinity by the staff were sent out to many different groups. All of the students, parents, alumni, association pastors, teachers, and staff received a custom-made survey. Responses were tabulated and graphed, and became an important part of the needs analysis.

Parent Follow Up – Two questions for further discussion were posed to the parents following the survey data to gain further insight into the results. Responses were collected and listed for the needs analysis.

Standards - The staff worked through the standards, brainstorming to create a valid basis for affirming how a standard was met. These comments were later brought together to form the narratives following each section. The deficient standards were an important part in identifying goals.

Current Trends in Education – The steering committee contained several educators who have experience outside of Trinity. They provided a unique perspective and proved very helpful throughout the process.

Section I: PHILOSOPHY

1:01 The school has a written philosophy, mission, and/or purpose that is rooted in Holy Scripture and in agreement with the Lutheran Confessions.

Yes No

1:02 The school philosophy has been formally developed and approved by appropriate church and school boards and committees and is in agreement with the operating congregation's statement of purpose, mission and/or philosophy.

Yes No

1:03 The statement of philosophy is reviewed periodically, revised when appropriate, and communicated effectively to staff, parents, students and operating congregation(s).

Yes No

1:04 The statement of philosophy is student-centered, Bible-based, and developmentally appropriate. It manifests itself in specific school goals, learning objectives, and school activities.

Yes No

Section I Narrative: Philosophy

The Bible calls parents to train up their children in the way of the Lord; the faculty and staff at Trinity Lutheran High School aid parents in this mission as they serve the students and families of Southern Indiana. This mission began in the year 2001 with the opening of Trinity Lutheran High School in the First Baptist Church building. From its inception, Trinity has been a collaborative effort, a dream come true for many congregations and individuals who united to form the South Central Lutheran Association for Secondary Education.

In January of 2003, the current facility was completed. With a new building came a renewed focus on Trinity's mission. In 2004 the parents, teachers, pastors, students, and board members in association with Trinity Lutheran High School developed Trinity's current mission statement, calling on its teachers to educate, develop, and prepare future Christian servants and leaders.

At the beginning and end of each year, teachers and administrators discuss Trinity's philosophy and make suggestions to the board for changes in the handbook that better reflect this mission. Parents and board members are also encouraged to discuss Trinity's philosophy as printed in the school handbook and ask questions at New Student Orientation, throughout the year, and at board meetings respectively. Representatives on the board are asked to relay this information to individual congregations. In addition, to emphasize the importance of a unified mission, teachers begin each faculty meeting by reciting the mission statement.

Ultimately, Trinity's mission is seen in all areas of the school. It is both student-centered and Bible based; it speaks of both the academic and spiritual aspects that form the purpose of Trinity's ministry. Trinity's goal is to prepare students for service and leadership not only in their respective communities, but also in the world, as Christ has called His people to do. Though not of the world, Christians live in it with the knowledge that they are what Martin Luther calls "little Christs",

reflections of His mercy, forgiveness, love, and salvation to others. Trinity prepares students to serve and lead, reflecting Christ in their respective vocations.

Section II: SCHOOL & CONGREGATION

2:01 The school is owned and operated by one or more congregations of The Lutheran Church- Missouri Synod.

Yes No

2:02 The pastor (or pastors) is (are) acknowledged as the spiritual leader of the congregation and its school. Mutual support is evident between the pastor(s) and all school staff members.

Yes No

2:03 The professional staff is actively involved in worship, activities, and ministries of the operating congregation(s).

Yes No

2:04 The congregation(s) provides spiritual support for the school and its students and has implemented a plan for effective evangelism for unchurched students and their families.

Yes No

2:05 Students participate in congregational life through planned activities which support their spiritual growth.

Yes No

2:06 The school and all staff members demonstrate cooperation with the District and national offices of the LCMS.

Yes No

Section II Narrative: School and Congregation

Trinity is owned by the South Central Lutheran Association for Secondary Education, an association of sixteen Lutheran churches in the area. The pastors and vicars in the association lead chapel on a rotating basis each Friday. As a body, they participate in Trinity's opening service, National Lutheran School's Week Chapel Service, and Trinity's graduation ceremony. Association pastors occasionally attend chapel even when they are not leading it, showing their support for and partnership with Trinity.

Trinity has also called a full-time chaplain. As the theology teacher, preacher, and coordinator for chapel services, he is a natural liaison for the association pastors and an integral part of evangelism. Though all teachers pray for and reach out to unchurched families, Trinity's chaplain is most active in sharing the Gospel through theology classes and counseling.

Trinity's professional staff is actively involved in worship both at Trinity and in their home congregations. Besides regular attendance, they are involved in various activities which include teaching Sunday school, leading and participating in Bible studies, serving on altar committees, participating in women's fellowship activities, leading presentations after services, and participating in church choirs, brass ensembles, and hand bells.

Trinity students also participate in congregational life. Many participate in mission trips, teach Sunday school, usher, receive offerings, and participate in their local youth groups. At Trinity, students are involved in Service Learning Days. Two times each year, students volunteer at area camps, nursing homes, churches, and human aid centers. Many students are also student ambassadors, peer mentors, and student government members, all of which promote service activities for the school and/or community. Finally, students take four years of theology. Required courses for all students, these classes promote not only Old and New Testament knowledge, but also help students find connections between faith and life, encouraging them to make decisions based on their faith, not their peer group or the world's expectations.

Trinity teachers attend district conventions, are members of Christian churches, use Lutheran materials in their classrooms when available, and lead morning devotions and opening and closing prayer each day. Trinity's chaplain attends monthly winkles. The association churches are all LCMS churches. Trinity is in cooperation with District and national offices of the LCMS.

Section III: SCHOOL AND COMMUNITY

3:01 An effective public relations program is in effect. The staff welcomes school families and visitors to the campus and communicates information about the school to its constituents and to all segments of the community in which it is located.

Yes No

3:02 Teachers use educational resources from the congregation and the community (including volunteers) to facilitate student growth.

Yes No

3:03 Parent education programs and resources are available through the school and its parent-teacher organization and/or other parent support groups.

Yes No

3:04 The school maintains good relations with the community through a positive working relationship with local public schools. The professional staff participates in community activities and service organizations. School facilities are made available, when practical, for use by appropriate community groups.

Yes No

3:05 A statement of non-discrimination is evident in school printed materials. Students are admitted without regard to race, color, or national origin.

Yes No

Section III Narrative: School and Community

Trinity uses many avenues to relay information to the community. Advertisements are placed in newspapers and on the radio, bulletin inserts and announcements of special activities are provided for all association churches. Trinity's website is well-maintained and frequently updated. It contains information about Trinity's history, its teaching staff, student activities, daily morning announcements, calendars, archived and current newsletters, contact information, the parent handbook, and application and financial aid forms. Hard copies of Trinity's newsletter are sent to over 2,000 people monthly.

Trinity has also employed a recruitment director, who has direct contact with many members of the community, especially those who are in grades one through eight. She visits every first through eighth grade classroom in each of the five local Lutheran elementary schools each year and visits students in grades five through eight in both Catholic schools in the area. She also talks to eighth grade students and their parents on a regular basis via phone, sets up shadow days for eighth grade students, promotes and runs six open houses each year, and hosts Cougar Fun Days for fifth grade students in January and February. She is also responsible for planning and creating brochures, posters, and other materials that are given to guests who desire information about Trinity. The recruitment director prepares for and mans two county fair booths each summer and creates a Student Ambassador team of students that assist her. These students are shadow day partners, tour guides, Cougar Fun Day helpers, and public speakers for Trinity in the community.

In addition, Trinity has also hired a full time development director. He makes presentations at churches, promotes fund drives, and creates relationships with many adults in the community. An essential ambassador for Trinity, he visits each of the sixteen association churches annually, plans and implements the Trinity Auction, holds thank you events, and plans special events with guest speakers for the community. His is also a liaison to the pastors, visiting winkles and setting up meetings with pastors at their local congregations.

Trinity seeks opportunities to use the local and extended community as a resource. Students attend theater productions in Louisville and Indianapolis annually and are encouraged to attend productions at other local high schools and community theaters. Teachers have also taken students on field trips to the Indianapolis Museum of Art and local facilities including Aisin, Wal-Mart Distribution Center, Schwarz Pharma, and a variety of restaurants. Trinity's juniors and seniors are also invited to participate in a trip overseas to further their education. Two trips are offered, one to Great Britain and one to Spain.

In addition to visiting sites in the community and around the world, guest speakers are often employed in classrooms and occasionally in all-school assemblies. Pastors, DCEs, war veterans,

business entrepreneurs, teachers, nurses, Pregnancy Care Center speakers, and individuals in a variety of other occupations have spoken to students in the English, business, and theology classrooms. Micah Parker, an inspirational speaker, recently spoke at Trinity to students in grades eight through twelve. Community members have also been used for senior mock interviews.

Trinity's librarian for two years was a volunteer from the community. She served the students directly, aiding them in research and ordering the materials they desired. She was also a great promoter of books and introduced students to a variety of literature. Trinity is now seeking a volunteer replacement for the library position to meet the needs of the students.

Trinity's administrator also serves within the community, being an active member of Workforce Development, the Seymour Chamber of Commerce, and Dream It, Do It.

In an effort to keep parents informed and active, Trinity provides resources for them. The first meeting to which they are invited is the freshman orientation parent meeting. This two hour meeting gives parents information about the school and offers ways to help their children make successful transitions into high school. Parents are also invited to seasonal and yearly athletic meetings to discuss expectations and events, as well as answer questions parents might have. Senior Night, an evening full of college information, is also offered to Trinity parents as are individual meetings with teachers at parent-teacher conferences and the school counselor at the beginning of each year. Additionally, parents are kept abreast of information through daily announcements, parent notes, website links, and newsletters. Parents are also supplied with a student written Lenten devotion book, for their continued spiritual edification.

Trinity maintains good relations with the community through a positive working relationship with local public schools. Trinity currently uses a mentor teacher from Seymour public high school and much of Trinity's NHS curriculum was prepared in cooperation with Seymour schools. In the fall and spring, Trinity's athletic director works with Seymour's athletic director to schedule matches on Seymour's tennis courts. Occasionally, Trinity's band and choir will perform with Seymour High School and/or Immanuel Lutheran School. Trinity also uses Seymour Community School's bussing.

Trinity's professional staff participates in community activities and service organizations. Faculty representatives participate in the Bikes and Boards fundraiser and volunteer service alongside students at nursing homes, Camp Lakeview, Pregnancy Care Center, Braille ministries, Muscatatuck, and Columbus Parks. School facilities are made available for Driver's Ed, 4-H meetings, Tae-Kwan-Do tournaments, the Christmas bazaar, Lutheran Layman's League conferences, Thrivent Financial dinners and meetings, Jackson Soils dinners, pastoral meetings, Indiana District conferences, administrator meetings, the Lutheran Invitation Tournament, elementary school volleyball and basketball leagues and camps, and men's morning basketball. Trinity has also been the site for area mentor meetings and a guitar conference.

A non-discrimination statement is located in the school handbook and on Trinity's website; it is also published in newsletters and newspapers twice a year. This non-discrimination statement is also used in bulletin inserts. Trinity meets IRS standards, admitting students without regard to race, color, or national origin.

Section IV: SCHOOL CLIMATE

4:01 Students, teachers, and administrators respect each other as individual, fellow members of the body of Christ and provide a loving, Christian climate throughout the school during all school activities.

Yes No

4:02 A developmentally appropriate teaching/learning environment is evident.

Yes No

4:03 Where desirable and practical, faculty members, parents, legal care-givers, and students participate in making school decisions.

Yes No

4:04 Student behavior is appropriate to encourage growth and to maintain the school's chosen teaching/learning environment as described in the school's philosophy.

Yes No

4:05 Students' spiritual needs are given appropriate help by church and school.

Yes No

4:06 The legal rights of parents, legal caregivers, teachers, and students are protected.

Yes No

4:07 Students worship together daily either in each classroom or in an appropriate worship experience with other students.

Yes No

4:08 Faculty members and administrators are supportive of one another.

Yes No

4:09 Students and staff demonstrate a positive school spirit.

Yes No

Section IV Narrative: School Climate

As evident through the student, graduate, and faculty surveys; students, teachers, and administrators respect each other as individual, fellow members of the body of Christ and provide a

loving, Christian climate throughout the school and during all school activities. Prayer with and for Trinity students and faculty is evident in the school's weekly prayer list. The Athletic Director publically prays for the safety of all participants at every home game, and prayer is practiced in most classrooms during the day. Faculty members show concern and care for each other, often offering to help relieve each other of before and after school duty and volunteering to help at major events such as the fall musical production, spring variety show, Honors Assembly, and graduation. Students also seek to help when opportunities arise. They volunteer for lunch clean-up duty, assist teachers in daily classroom tasks, set up for and clean up after school events, and seek positions of positive leadership through Student Government, the Peer Mentor program, and Student Ambassadors.

A developmentally appropriate teaching and learning environment is evident at Trinity. Students are placed in classes according to their interests and academic abilities. ISTEP scores often reflect the courses that should be offered to students; however, students may choose to take classes that are challenging no matter what their scores reflect. Trinity has recently developed both AP classes and dual credit courses for those who seek to challenge themselves as they prepare for college. They include AP Calculus, AP Language and Composition, AP Literature and Composition, Introduction to Microcomputers, and U.S. History. Trinity also offers hands-on electives such as horticulture, animal science, guitar, band, choir, drawing, painting, sculpture, ceramics and drama.

When desirable and practical, faculty members, parents, legal care-givers, and students participate in making school decisions at Trinity. An example of this is the aforementioned meetings that occur between the Guidance Counselor and parents. During these meetings, each student's educational program is discussed and decided upon. Students, parents, teachers, and the administrator may take part in this meeting. Future meetings occur to discuss a student's progress and possible modification of his or her goals. A similar method for meetings and follow-up is used in the case of all students who have an IEP.

Not only do the teachers at Trinity desire to assist students in reaching their academic goals, they also offer a safe and cooperative environment in each classroom. This atmosphere is created through daily prayer and devotion, consistent rules and consequences, and structured classroom procedures. All of these aspects ensure opportunities for learning. The spiritual needs of students are also addressed. Weekly worship, theology classes, and private counseling are available for students. The pastors of students' home congregations are also contacted when necessary for additional support.

Trinity is unique in its purpose and support; it exudes an atmosphere of conscious concern for others. The faculty and administration support each other in faith and ministry; they have a common goal in serving the students God has given them. The students show care and concern for each other as well. School spirit is evident in the commitment teachers exhibit in helping their students and in the students' concern and respect for their teachers. It is also evident in the school's spirit of volunteerism and student and faculty attendance at school-sponsored events.

Finally, all policies contained in the student handbook, personnel manual, and board by-laws are consistent with school law and confidentiality for the protection of parents, legal caregivers, teachers, and students.

Section V: ADMINISTRATION

5A: Board of Christian Education

5A:01 The operating congregation(s) designate(s) the governing board, made up of members in good standing of the congregation(s), and has/have established its responsibilities.

Yes No

5A:02 The board meets regularly, and its meetings are open to faculty and parents, unless executive sessions are called.

Yes No

5A:03 Minutes of each meeting are kept in the school office and sent to board members. The board makes regular reports to the congregation(s) and informs the school community of board decisions.

Yes No

5A:04 The board makes policies which are collected into a policy handbook and administered by the school administrator.

Yes No

5A:05 Comprehensive job descriptions for the administrator, pastor(s), and other staff persons, including statements of desired relationships among the board, the administrator, and the pastor(s), have been adopted by the appropriate board.

Yes No

5A:06 The administrator is evaluated on the basis of his or her job description by the board annually, with assistance given, as appropriate, by staff members and parents.

Yes No

The administrator has been evaluated each year by the executive committee in an open forum with respect to the job description in lieu of an evaluation by the entire board, due to the large size (25 members).

5A:07 The board approves an annual budget for the school which is fiscally sound and sufficient to meet the school's goals, and enables learner outcomes to be met.

Yes No

5A:08 Staff, parents (members and nonmembers), congregation members, school alumni, and students are involved in a systematic procedure for assessing school and student needs, for developing long range plans, and for evaluating student growth.

Yes No

5A:09 The administrator reports in writing at each board meeting.

Yes No

Section VA Narrative: Board of Christian Education:

Each church in Trinity's association has a method of electing or appointing board members. The responsibilities for each board member are defined in the board's bylaws. Trinity's school board meets monthly, as does its executive committee. In addition to school business, the board is given a number of reports including the principal's report, an athletic report, a recruitment report, and a development report. Minutes of each meeting are on file in the principal's office and are sent via email to board members. Hard copies are also handed out at board meetings. Board members are responsible for keeping congregations updated on new policies and the general goings on at Trinity.

The Board handbook was updated on September 1, 2008. The policies in this handbook are consistent with all other school handbooks and are consistently administered by school administrator. In addition to setting the policies of the school, the school board approves the budget. Trinity's budget is proposed in December and finalized in July. Trinity has finished in the black for three consecutive years, having come in all three times under budget.

Job descriptions for the administrator and staff persons, as well as the relationships to other entities within the school, have been adopted by the board and can be found in the personnel policy manual, which was recently updated by the school boards. The administrator receives ongoing feedback from the staff and has a yearly evaluation conducted by the executive committee based on his job description. This evaluation has been limited to the members of the executive committee due to the large number of board members (25).

The assessment of school and student needs is shared by the many different constituents of Trinity Lutheran High School, including the staff, students, parents, board of education, congregational members, and other supporters. Within the past year, a feasibility study was conducted through the sixteen churches of the association and the general public to lay the groundwork and direction for a capital campaign. Other groups, including the school alumni and current students, are surveyed several times each year to determine their preparedness for college, their interest in additional electives, athletics, and extra-curriculars. Teachers stay in close contact with parents to address special student needs which may include referrals for the implementation of an IEP through Seymour community schools' special testing. The counselor meets with parents prior to their first year at Trinity to lay out a four year educational plan for their son or daughter, including the benchmarks which must be met to receive the academic honors diploma. Evaluations of ISTEP scores and GQE results provide guidance for Trinity's curriculum.

5B: Administrator

5B:01 The school administrator is on the LCMS roster, holds current appropriate state certification, and has a master's degree in education, with no less than twelve semester hours in administration or supervision, or is actively working toward such a degree and synodical certification. (The administrator of an early childhood center has a bachelor's degree, with no less than eighteen semester hours in early childhood education, or is actively working toward accomplishing this requirement).

Yes No

5B:02 The administrator participates in conferences and conventions which are required by the *Synodical Handbook* and in other appropriate conferences, and is a member of the Lutheran Education Association and at least one other professional organization.

Yes No

5B:03 The administrator demonstrates a personal Christian faith, a commitment to Lutheran education, a dedication to the teaching ministry, provides spiritual leadership for the school community and in the congregation(s), and is active in the whole educational ministry of the congregation.

Yes No

5B:04 The school administrator is released from teaching duties for administrative responsibilities for at least one-fourth (1/4) of each day for every fifty (50) students, and has adequate secretarial help available.

Yes No

5B:05 The school secretary, all other support staff, and all professional and volunteer staff persons are directly responsible to the administrator.

Yes No

5B:06 The administrator consults regularly with pastor(s) and teachers individually and collectively.

Yes No

5B:07 To maintain quality of instruction the administrator provides an ongoing program of professional staff development, supervision and evaluation.

Yes No

5B:08 Accurate, current files are kept for each staff member (professional and support) and student.

Yes No

5B:09 The administrator is accountable to the board to provide leadership in curriculum development, congregational service, public relations, assessment of student growth, and all other school related activities. Appropriate responsibility is delegated.

Yes No

5B:10 The school administrator administers the school budget and finances and provides leadership in securing funds and resources.

Yes No

5B:11 The administrator relates appropriately with families and with students of all ages.

Yes No

Section 5B Narrative: Administrator

Trinity's school administrator is on the LCMS roster, has a master's degree in educational leadership, and is certified as the head administrator until 2012. The current administrator is also licensed to teach music and P.E. until 2016. He attends all district conferences, serves on the INPEA board and belongs to ASCD, NASSP, ALSS and LEA. He also attends yearly principal's conferences, and monthly administrator meetings. He is a member of Workforce Development and the Seymour Chamber of Commerce. He is also a Dream It Do It champion, and has served on the Indiana District conference planning committee.

Trinity's administrator has served in Lutheran education for 15 years, leads devotions, speaks at association churches, and leads chapels in all Lutheran grade schools. He also promotes faith building opportunities for himself and the students and staff at Trinity by bringing in Christian speakers and organizing service learning days. He plays trumpet at worship services in his home congregation and for special joint worship services. Finally, Trinity's administrator handles discipline following the Matthew 18 guidelines and understands the distinction between and use of both Law and Gospel.

The administrator has full-time administrative responsibilities and a full-time administrative assistant who provides help in daily tasks. In addition, he teaches summer P.E., coaches soccer in the fall, and runs chess club before school in the spring. An organizational chart in the personnel manual outlines the chain of command; the principal oversees all school staff and volunteers.

Also in addition to administrative responsibilities, Trinity's principal consults regularly with pastors and other principals in the area through Education Summit meetings. He leads weekly faculty meetings and conducts private evaluations and meetings with faculty and staff members.

To maintain and encourage quality instruction, the administrator provides four staff development days each year, encourages teachers to attend conferences in their content areas, and evaluates the faculty at least once each year. These evaluations and all other records for each staff

member are on file either in the business office or the principal's office as appropriate. The administrative assistant and guidance counselor maintain accurate and up-to-date files for all members of the student body.

Like the teachers, the principal attends conferences to discern effective new practices and curriculum to employ at Trinity. Together with the development director and recruitment director, he utilizes many mediums for public relations and enrollment. The new curriculum ideas he encounters are given directly to department chairs and/or classroom teachers as student growth is overseen by all faculty members in addition to the administrator.

The administrator oversees and presents the budget to the board each year and works with the development director to secure funds and find untapped resources in the community and state.

Finally, Trinity's principal visits all of the Lutheran grade schools several times each year. He leads chapel services, participates in meetings with other principals and uses the time for general recruitment. The principal maintains cooperative relationships with all of the families associated with Trinity Lutheran High School.

Section VI: PROFESSIONAL PERSONNEL

6:01 School policy indicates it is desirable for all full time faculty members to be on or eligible to be on the roster of Synod and attend conferences and conventions as required by the *Synodical Handbook*.

Yes No

6:02 All professional staff hold at least a bachelors degree, have appropriate teaching certificate(s) from the state, meet requirements for their specific assignments, and are members of at least one professional organization in addition to the Lutheran Education Association.

Yes No

All professional staff meet all of the requirements above with the exception of membership in the Lutheran Education Association. The benefits of membership in LEA for a high school faculty member have not been substantial enough to enroll the entire staff, but it is optional for each teacher.

6:03 The average student/teacher ratio is appropriate for the age and level of the students and ensures optimal student growth. The number of staff persons is adequate to provide effective instruction and supervision for students at all school activities.

Yes No

6:04 Non-instructional and support staff (e.g. teaching assistants, student teachers, child care workers, nurse) meet state standards and receive adequate training for their specific assignments.

Yes No

6:05 **Appropriate policies related to all staff are established and practiced.**

Yes No

6:06 **If specialists (e.g. counseling, guidance, special education, physical or occupational therapy, reading, speech) needed by students in the school, the school provides them or makes referrals to specialists for those students needing their services.**

Yes No

6:07 **Academic transcripts, copies of state and LCMS teaching certificates, and other necessary information about all professional personnel are kept on file in the office.**

Yes No

6:08 **Cooperatively developed forms and programs for teacher supervision/evaluation/growth have been adopted by the board and are implemented by the administrator.**

Yes No

While there are various methods employed to supervise and evaluate teachers (surveys, classroom observations, self-reflection), these forms and programs have not had formal approval by the board, but have been reviewed by the executive board (blank forms).

6:09 **Each teacher demonstrates a personal relationship with Jesus Christ, a commitment to Lutheran doctrine, and a dedication to the Lutheran teaching ministry, including agreement with and support of the school's stated philosophy and mission statements.**

Yes No

6:10 **An adequate and current professional library of books and periodicals is provided for professional and spiritual growth.**

Yes No

6:11 **A nondiscriminatory salary and benefit scale has been adopted by the board and implemented for all personnel.**

Yes No

6:12 Teachers who have congregational leadership responsibilities (e.g. music, youth, part time educational agencies, athletics) are given appropriate time and compensation for those responsibilities.

Yes No

Does not apply to Trinity Lutheran High School.

6:13 Staff members relate appropriately with each other, with students and with families.

Yes No

6:14 Opportunity and support are provided so that all teachers are equipped to use current instructional technology.

Yes No

Substantial strides have been taken to update the instructional technology available to the staff, including the installation of LCD projectors in the classrooms, a recent update of Microsoft Office, the purchase of an Elmo, and various curriculum specific software, however, there is a definite need for ongoing training and the replacement of the student and faculty computers.

Section VI Narrative: Professional Personnel

All full-time faculty at Trinity are synodically trained and other part-time faculty members are encouraged to pursue a colloquy if it is feasible. All full-time staff members attend district educational conferences. Trinity's teachers are fully licensed by the state of Indiana and teach within those licensed subject areas. At this time, membership in LEA is optional for the teachers, but this may be reviewed in the future. The principal currently maintains a membership in LEA and will attend the LEAD conference this spring.

Trinity's student/teacher ratio ensures much student growth. With a 16:1 ratio for full-time teachers and a 9:1 ratio for all teachers, Trinity offers an environment that is unique and student centered. Thanks to very creative scheduling and flexible staffing, Trinity is able to offer a large number of classes for its size. Trinity's staff members are admirable, caring Christians who seek to help students grow in faith and life. In addition, all employees conform to background checks and ongoing direction and evaluation. The staff works with local school districts and Christian counselors for the benefit of Trinity's students. Trinity receives free services from the Seymour school system for the evaluation and treatment of learning disabilities and behavioral issues. Referrals for other educational specialists, other than general tutors, have not yet been needed. However, Christian counseling referrals have been used.

The personnel manual was recently updated by the board of directors. This manual details all staff policies and procedures. All documents referencing the teaching staff including academic transcripts, copies of state and LCMS teaching certificates, and other necessary information about professional personnel are kept in the employee files. These are located in a secured room, the business office.

Trinity's teachers are evaluated at least once each year using different formats. Their strengths and areas in need of improvement are identified during follow-up conferences with the administrator. He conveys specific examples of excellence and provides teachers with tools for improvement. In addition, Trinity's teachers seek to make faith discussions part of their classroom environment and are involved in their home congregations. All of Trinity's teachers belong to a Christian church and profess Christ as their Savior. As evident in the philosophy and mission of the school, both of which they helped to create, faculty members support the teaching of LCMS doctrine within the school and their own classrooms. They are aided in this endeavor through theological texts which are located in the theology room, library, and principal's office. Periodicals and books showcasing educational practices are available in the principal's office or individual teacher's classrooms.

A nondiscriminatory salary and benefit scale has been adopted by the board and is used for all personnel. Trinity Lutheran High School has consistently paid fair wages for all staff based on the district scale. In addition, those who have leadership responsibilities are given appropriate time and compensation for those responsibilities. Coaches, the music director, and the athletic director all receive a stipend.

Professionalism and collegiality are both goals for the entire staff. They seek to work together for the benefit of the students. In their individual classrooms, teachers incorporate new methods and technological devices as available. Teachers all have access to computers and overhead LCD projectors at minimum. Other equipment, including specific computer programs, an airliner pad, and an Elmo are used by some of the teachers. Trinity recently invested in the purchase and installation of high-tech equipment for each of its classrooms, including a mounted LCD projector, screen, speakers, and a DVD/VCR combination player. These devices are also connected to the teacher's computer for further instructional opportunities. Initial training has been given for their use, but there is a great need for more future training for each teacher's specific curricular areas. The student computer lab and faculty computers (and server) are overdue for an overhaul, and a technology plan is currently being developed to address this need. Funding for the update has been secured through the auction wish list and an EcO15 grant. This funding will also be able to cover future training.

Section VII: CURRICULUM

7:01 The teaching of the Christian faith is recognized as the major purpose of the school. Adequate time is allotted in the daily schedule, and the Christian faith is integrated intentionally throughout the curriculum.

Yes No

7:02 The philosophy of the school is reflected in daily learning experiences. The time allotted to each curricular area is age appropriate and the length and number of school days meets or exceeds any state standards. Learning experiences are built upon previous learning and prepare students to succeed at the next level of education and in life.

Yes No

- 7:03 All state mandated programs are implemented unless they conflict with the school philosophy.
- Yes No
- 7:04 Learner outcomes (objectives) are written for each age or grade level for each curricular area. These outcomes are written with concern evident for measurability, expected levels of achievement, scope, sequence, correlation, state mandates, and cultural diversity.
- Yes No
- 7:05 The curriculum is evaluated regularly, appropriate changes are made to ensure student growth, and parents are informed about the curriculum.
- Yes No
- 7:06 Student growth is measured by a variety of assessment methods which are used regularly to improve student achievement.
- Yes No
- 7:07 To assist in the achievement of the desired learner outcomes, curricular materials are selected by the faculty and administrator.
- Yes No
- 7:08 Individual student growth equals or exceeds expectations based on ability assessment.
- Yes No

Section VII Narrative: Curriculum

As evident in Trinity's mission statement, the teaching of the Christian faith is recognized as the major purpose and goal of Trinity's teachers. Time is spent in worship each day in a variety of ways. Morning devotions occur in each classroom and prayer is student or teacher led at the end of each lunch period, at the beginning of most class periods, and at the end of each day. Each theology class begins with devotion and morning announcements contain a Bible verse. The Christian faith is integrated intentionally throughout the curriculum, especially in classrooms that are more discussion based such as theology, English, history, and Spanish. Sacred music is also taught in the choir classroom. A Lenten devotion book is created by the teachers and students each year and handed out in local congregations. In addition, each Friday Trinity students and teachers worship together at chapel. Various Lutheran pastors from the local communities lead chapel, and students participate in many ways. They collect the offering, serve as acolytes, read the epistle, sing in the choir, cant, and perform in a variety of instrumental solo and group performances.

Trinity is in session for 180 days each year and meets all of the Indiana state requirements for accreditation. The school is run on a modified block schedule; block days are held on the first

and last day of the week while regular scheduling is maintained the other days. This allows teachers to see students for four days in a row, yet still provides block time for longer labs, discussions, or assignments. Faculty members use this time creatively. Trinity recently added dual credit classes and an AP curriculum. Classes are offered sequentially, building on previous classes and current instruction and are designed to educate, develop, and prepare Christian servants and leaders. All required classes for honors and Core 40 diplomas are provided at Trinity as are state-mandated tests. Bussing is also offered through the Seymour Community Schools.

Trinity teachers use Indiana's state standards for each grade level in each curricular area. When standards are not provided, as is the case with the theology department, they are written with concern evident for measurability, expected levels of achievement, scope, sequence, correlation, and cultural and theological diversity. The music, art, drama, English, and Spanish curriculums in particular provide examples of cultural diversity. Each teacher prepares a syllabus that is handed out at the beginning of the year or semester and is asked to provide a percentage grade for each student to the office at midterms, quarter, and the end of each semester.

Teachers evaluate their curriculum regularly as individuals and in departments when possible. Appropriate changes are made to ensure student growth. These changes are reflected in tests, projects, papers, and any other devices used to measure student growth. In addition, classes are added or deleted from Trinity's offerings based on student need and state requirements. For example, Trinity has added AP classes, earth and space, dual credit courses, and a number of business and agricultural classes within the last three years to meet students' needs as well as state standards. Changes in school offerings, curriculum, and/or state requirements are relayed to parents through the school counselor, principal, and/or the teachers. These changes are also often discussed in the school newsletter and morning announcements, during open houses, and on the school's website.

Student growth is measured through a variety of assessment methods including written tests, group presentations, memorization, individual projects, writing assignments, research papers, short answer essays, multiple choice tests, speeches, and other presentations. These are used regularly to improve student achievement. Textbook selection is completed within each department and approved by the administrator. All current materials are on the Indiana state approved textbook list.

The education Trinity teachers provide is excellent. Trinity has received exemplary status on the ISTEP scores for the past two years, a status that is only achieved through student improvement each year, and all students have passed their GQE before graduating. This improvement is measurable and encouraged. Trinity students also score well on their SATs and/or ACTs. Indeed, student growth equals or exceeds expectations at Trinity based on ability assessments. Previous graduates have returned surveys which support these scores, noting that they are adequately prepared for college, both academically and spiritually. The staff encourages all students to seek further education in college. To this point, 74 of 75 graduates have attended college.

Section VIII: INSTRUCTION

8:01 All of the curriculum is taught from the perspective of Lutheran theology. Personal witness and Holy Scripture are integrated throughout the day.

Yes No

8:02 A variety of teaching methods, learning experiences, and evaluation of student development based upon the standards the school had developed for student growth are used to meet the needs of individual students.

Yes No

8:03 Teachers prepare written weekly and daily lesson plans.

Yes No

8:04 Student ability level, development, and learning are assessed through a variety of evaluation techniques for the purposes of growth diagnosis, remediation, enrichment, and reporting.

Yes No

8:05 The school meets the needs of students needing remediation and enrichment.

Yes No

8:06 Frequent reports of each student's progress are made to parents and/or legal caregivers in conferences and in written form.

Yes No

8:07 Students with special needs have education programs designed to meet their needs.

Yes No

Section VIII Narrative: Instruction

As referenced above, Trinity's curriculum is taught from the perspective of Lutheran theology. The theology classes use Lutheran works published by CPH and examine the Bible and its teachings from a Lutheran perspective. Personal witness and Holy Scripture are integrated throughout each day, through the mission statement, morning devotions, morning announcements, and prayer at lunch, end of day, and in individual classes. Students are encouraged to speak of their faith and ask faith questions of their teachers. All full-time teachers are called workers. Discussions of differences in Christian denominations are also held when appropriate.

With new LCD projectors and high tech classrooms, a variety of teaching methods are used at Trinity, especially those that include visual elements. Students in computer class are also exposed to voice recognition software. AP classes offer students an opportunity to participate in college-level courses, and speech and drama courses teach students communication skills. Guest speakers are brought into classrooms, mock interviews are conducted with seniors, and job shadowing is encouraged. Learning experiences are not only limited to local opportunities and Trinity classrooms, but they also include field trips to Indianapolis and Louisville to visit art museums and attend theater productions. Foreign travel opportunities are offered through the English and Foreign Language departments.

Students also learn through hands-on experience. Agriculture students raise animals and grow produce, and the science department offers a number of labs. All students participate in service learning projects in the community. As is encouraged by the school, most students belong to a service organization at Trinity. They become members of Student Government, are invited to become Peer Mentors or Student Ambassadors, or apply for membership in Trinity's branch of NHS. Many students also seek the work ethic certification.

Teachers prepare written weekly and daily lesson plans. These plans are located in their lesson plan books and/or curriculum folders. Based on what they teach, teachers develop a variety of assessments for the purposes of growth diagnosis, remediation, enrichment, and reporting. Techniques include written tests, group presentations, memorization, individual projects, writing assignments, research papers, short answer essays, speeches, drafts, final papers, and multiple choice tests. Teachers also offer retests and out-of-school tutoring to students in need of remediation. In addition, teachers meet the needs of students with IEPs and make recommendations for testing as necessary. They also offer GQE and SAT tutoring when needed and/or desired. Teachers offer enrichment activities through independent study opportunities, field trips, overseas travel, guest speakers, and special cultural events.

Trinity teachers report each student's progress frequently to the administrator, parents, and school counselor. They use missing assignment forms for students who do not complete their homework; report midterm, quarter, and semester grades; and hold conferences with parents and/or legal caregivers. Teachers call parents, speak to them at games or other Trinity events, and e-mail parents with reports of progress, exceptional work, and/or concerns.

Section IX: INSTRUCTIONAL MATERIALS AND RESOURCES

9:01 Teaching and learning materials are readily available and used to meet the needs of children. They are periodically reviewed in light of learner outcomes according to an adopted schedule to ensure effective learning, and selected with consideration for Christian standards and Lutheran theology.

Yes No

9:02 To meet the educational needs of students the media center makes available a sufficient and well balanced collection of print and non-print teaching/learning materials, reliable equipment, and current reference materials (e.g. encyclopedias, dictionaries, current events materials, electronic research resources) which are classified and catalogued according to an accepted system of classification.

Yes No

9:03 Reliable equipment for the reproduction of paper materials is available.

Yes No

9:04 The media center is easily accessible by all children and staff throughout the school day.

Yes No

While the media center is centrally located and is easily accessible by the student body, at this time there is no current volunteer or staff member to supervise its use. Teachers can sign up to take their class to the media center and computer room as needed, but use during the student's resource period is not yet possible.

9:05 The school has adopted and put in place a comprehensive technology plan. The plan includes, but is not limited to: staff development; budget; hardware and software inventories; designated technology for students, staff and school communities; integration into curriculum; acceptable and ethical use policy; and a time line for the process of informing and involving the school's communities in the decision making process. The technology plan is reviewed periodically, and when appropriate, revised.

Yes No

Section IX Narrative: Instructional Materials and Resources

Teaching and learning materials are readily available and used to meet the needs of students. They are periodically reviewed by the staff and selected with consideration for Christian standards and Lutheran theology. These materials are available in individual classrooms, the library, and the administrator's office. When needed, additional Christian supplements are purchased. Teachers submit budgets that include the updating of materials, the inclusion of themed assignments, and the replacement of former or out of date texts. Reliable equipment for the reproduction of paper materials is available in the teacher workroom.

The media center contains a computer lab which is used for research. The school currently receives the two local newspapers, subscriptions to several magazines, dictionaries, encyclopedias, DVD's, and videotapes are located in the library for student use. Teachers can sign up to use the media center. It's location is convenient. It has three doors and big windows for light and supervision. While the media center is centrally located and is easily accessible by the student body, at this time there is no current volunteer or staff member to supervise its use. Teachers can sign up to take their class to the media center and computer room as needed, but use during the student's resource period is not yet possible. Student access is also limited before and after school, as students must find a teacher to supervise them during this time.

The media center contains a fairly well-balanced collection of print materials for student research and non-educational reading; however, the bulk of student research is moving online. The print materials were classified and catalogued by a volunteer librarian.

The technology plan of the school continues to be a work in progress, especially during this exciting period of change. Current hardware and software inventories exist for both student and educator technologies, as does a very specific ethical use policy. Currently, a technology committee is meeting to discuss the addition of a new computer lab, server, the possibility of a virtual network in the future, and new faculty computers. Specific staff training in technology is of great importance to the committee and administrator, especially considering the possibility of moving into an online webgrader program as early as second semester of the 2009-2010 school year.

Section X: STUDENT SERVICES

10:01 All student applicants are admitted according to established written admission criteria, including interviewing the parents/legal guardians of new applicants.

Yes No

10:02 Permanent cumulative records for each student are maintained, stored, and shared as appropriate and according to state and federal laws.

Yes No

10:03 The school has established written procedures for handling misbehavior which incorporates provisions for the due process rights of students.

Yes No

10:04 The school has written procedures for handling students' emotional, social, and psychological needs and for promotion and graduation.

Yes No

10:05 A comprehensive analysis of programs which enhance student growth is made on a regular basis.

Yes No

10:06 Emergency disaster evacuation or protection procedures are established, communicated effectively, and practiced regularly (e.g. fire, flood, tornado, earthquake).

Yes No

10:07 A crisis management plan/emergency procedure to serve the needs of the school community is in place and used as needed if emotional duress and/or injury occur.

Yes No

10:08 A specific procedure has been established to report cases of possible child abuse.

Yes No

10:09 Procedures have been established for handling incidents of suspected communicable diseases or transferable infections.

Yes No

10:10 Appropriate health records, including the results of annual vision and hearing tests, are kept.

Yes No

10:11 Policies and procedures for the dispensation of medication have been established.

Yes No

10:12 The services of a nurse are available to help identify and to help treat or refer special health problems.

Yes No

10:13 Inspections by the local fire, health and other mandated agencies are conducted as required, and deficiencies noted are remedied by the school. Emergency phone numbers are posted.

Yes No

10:14 Traffic safety procedures, including crossing guards, crossing lanes, school speed zones, and supervision of loading and unloading students in cars and buses, are in effect.

Yes No

Crossing guards are not necessary at Trinity – students do not cross any major streets.

10:15 First aid supplies are available and readily accessible to authorized personnel.

Yes No

10:16 Toxic chemicals, laboratory materials, tools, and equipment are stored, handled and labeled properly.

Yes No

10:17 All health, emergency, transportation, and safety policies and procedures comply with applicable local, state, and federal regulations.

Yes No

10:18 State and local food services ordinances are met, including the proper storage of food brought from home, proper storage and delivery of milk, juices, snacks and meals;

and if hot meals are provided, they are nutritious and properly prepared by appropriate personnel in sanitary, hygienic conditions.

Yes No

10:19 Any child care services offered by the school reflect the philosophy and purpose of the school, meet all state and local requirements, and are accepted as a part of the total school program.

Yes No

10:20 The school provides a variety of age-appropriate extra-curricular activities which are based on outcomes that are appropriate, reflect the philosophy of the school and meet the needs and interests of the students while providing opportunities to share their Christian faith.

Yes No

10:21 Each activity is carefully supervised by appropriately trained personnel who know and accept the philosophy of the school.

Yes No

Section X Narrative: Student Services

Each year the admission process is clearly stated and due dates are provided for materials. All new students' parents meet with the guidance counselor to design a schedule and with either the principal or the recruitment director to discuss student expectation, services, and other applicable material. All student and parent questions are answered at this time.

Once a student establishes enrollment, his or her permanent cumulative records are maintained and stored in school office. These materials are shared with the appropriate agencies when requested. In addition, Trinity has established written procedures for handling misbehavior which incorporates provisions for the due process rights of students. This information is clearly stated in the handbook.

Trinity also has written procedures for handling students' emotional, social, and psychological needs. These needs are initially addressed and evaluated by the entire faculty, the counselor, and the principal. Counseling may be provided for the benefit of the student from time to time, and a referral to a professional counselor may be given in certain instances. Written procedures for promotion and graduation also exist and are located in the Student Handbook.

Educational programs to enhance student social, physical, and mental growth are continually evaluated by the principal, counselor, and teachers. Classes are added based on student interest, appropriateness, and state standards for the Indiana Academic Honor's diploma.

All emergency procedures are clearly written, posted in classrooms, shared with students, and practiced regularly in accordance with state mandates.

Appropriate health records, including the results of annual vision and hearing tests, are kept in student files. Medication procedures are clearly written in the handbook and on emergency cards. Approval for dispensing medicine is granted to the school by a legal guardian. The services of a nurse are available as necessary to help identify and treat or refer special health problems. This is

especially noticeable during hearing and scoliosis screenings. First aid supplies are available and readily accessible in the each classroom, the school office, and gymnasium. Two AED machines are installed in the school, one near the office and one near the gymnasium. The staff have been trained in their use and the students have received instruction as well. The faculty is currently licensed by the American Red Cross in CPR – adult, child, and infant.

Traffic safety procedures specific to high school students are clearly stated in the handbook and enforced by Trinity’s staff. These include but are not limited to drop-off and pick-up procedures as well as the importance of cautious driving and safe behaviors in the parking lot.

Toxic chemicals, laboratory materials, tools, and equipment are stored, handled, and labeled properly at Trinity. All chemicals, tools and equipment are kept in areas off limits to students and are stored safely. All health, emergency, transportation, and safety policies and procedures comply with applicable local, state, and federal regulations and are followed. State and local food service ordinances are met, including the proper storage of food brought from home. Students keep lunches in their lockers and are allowed to eat their lunches in the cafeteria during their lunch period only.

Trinity offers a large number of extra-curricular activities for students of all ages and interests. In all extra-curricular activities, students are encouraged to model their Savior’s love and witness to others. All activities are supervised by an employee of the school, be it a teacher, coach, or administrator.

Trinity has an emergency handbook to prepare the staff to react effectively in the case of crisis and to inform them of emergency procedures. The handbook covers accidents, storms, bomb threats, intruder situations, death/suicide, child abuse, first aid, tornado/fire/earthquake emergency information, and contact information for internal and external response teams. The emergency handbook is shared with the staff and a copy is placed in each classroom. Child protective services are contacted at the first sign of possible child abuse, as per Trinity’s policy. The emergency handbook details procedures for handling incidents of suspected communicable diseases or transferable infections.

Inspections by local and state fire and health agencies have taken place. The state fire marshal visited this past fall and Trinity received no violations. The fire extinguishers, emergency lights, emergency exits, smoke alarms, sprinkler system, fire panel, and alarm system have all been inspected this year and meet the requirements of the state Fire Marshall.

Section XI: PHYSICAL FACILITIES

11:01 All physical facilities are well maintained, safe and free of hazards, attractive and appropriate for the age and number of students, with proper fencing or other restraints, and conform fully to applicable laws.

Yes No

11:02 The size and design of the buildings and teaching/learning areas are appropriate for the achievement of learner outcomes and provide for special needs.

Yes No

11:03 Every day the physical facilities are cleaned and the washrooms sanitized. The maintenance staff is supervised appropriately and annual written plans are established to remedy and improve the facilities as needed.

Yes No

11:04 All teaching/learning areas are properly ventilated, lighted, equipped with appropriate furniture, adequate to meet the demands of the program, and sufficient in quantity and space for the number and size of the students.

Yes No

11:05 Physical facilities give specific (crosses, signs, etc.) and non-specific (attractive, adequate, etc.) Christian witness to the community.

Yes No

11:06 Adequate and appropriate space is provided for offices, health rooms, computer labs, recreation, a library/media center, and small group instruction.

Yes No

Section XI: Physical Facilities

Trinity's physical facilities are well maintained, safe, and free of hazards. They are attractive and appropriate for high school students. The size and design of the building and classrooms are appropriate for the students and teachers at Trinity. Every day the physical facilities are cleaned and the washrooms are sanitized. The maintenance staff is supervised appropriately and annual written plans are established to remedy and improve the facilities as needed, in addition to more frequent requests for specific projects as needed.

All classrooms are properly ventilated with their own heating and cooling systems. They are well lit, equipped with appropriate furniture, including desks, chairs, etc., and meet the demands of each curriculum. Classrooms are large enough to accommodate the number of students present in each classroom, and the school building is large enough for the number of students who attend Trinity. The physical facility contains crosses, the LCMS logo, Christian art, and Christian posters, all of which give a Christian witness to the community. Adequate and appropriate space is provided at Trinity for offices, health rooms, computer labs, recreation, a library/media center, and small group instruction. However, as seen in the survey results, the building is lacking in the amount of storage for academic and extracurricular materials.

Section XII: FINANCE

12:01 The financial plans of the congregation and its school are coordinated, with income and expenses being taken into consideration.

Yes No

12:02 The school administrator is responsible for developing, recommending, and managing the budget using responsible and appropriate bookkeeping procedures and safeguards.

Yes No

12:03 The board approves the annual budget for the school as well as a three year plan which insure adequate financial support for the school, allowing it to provide a quality educational program, appropriate faculty and staff salaries, adequate facilities and quality equipment and instructional resources, to achieve the goals of the school and promote student growth.

Yes No

12:04 Salaries are reviewed annually and reflect the current District recommended salary scale with appropriate benefits (health, disability-survivor, retirement, and FICA where appropriate).

Yes No

12:05 The school offers accident insurance to children and adequate comprehensive insurance coverage is provided which includes liability coverage of the school, faculty and staff, volunteers, and students.

Yes No

12:06 The school makes financial assistance available to families with limited resources.

Yes No

12:07 Funds provided by auxiliary organizations are allocated according to board policy and in consultation with the school administrator and promote student growth.

Yes No

Section XII Narrative: Finance

Trinity has a budget which is approved by the board of directors each year and is monitored by the principal, treasurer, and the finance and executive committees. With input from the department heads and staff, the principal develops, recommends, and manages the budget. All district suggestions for salary are met as are health, disability-survivor, retirement, and FICA payments as appropriate. The treasurer, finance committee, and financial secretary follow the proper bookkeeping procedures and safeguards needed in running a business. This includes a yearly professional audit by Blue and Co. The school board approves the annual budget and has laid out a three year plan for tuition rates. Financial goals, including debt retirement, an increase in student tuition endowment, and the continuance of funds for ongoing expenses have been set through the capital campaign to ensure that Trinity continues to finish in the black. The feasibility study and capital campaign enabled Trinity to refinance the existing debt to afford the possibility of paying it

off early. A facility committee surveys the building and grounds and makes recommendations to the administrator, who, in turn, relays this information to the executive and full boards.

Comprehensive insurance is provided for the school, faculty and staff, and volunteers through Church Mutual. Church Mutual also provides additional insurance benefits to each family's private insurance. The athletic director and finance committee have evaluated several accident insurance options for students in the future, but at this time have elected to continue to inform parents of the coverage they receive through Church Mutual and leave the decision of purchasing extra insurance to each family.

Trinity has allotted \$100,000 raised each year through the auction to be used for financial aid to families who have need. The level of assistance offered is determined by FAIR, an off-site, impartial company that determines each family's need based on many financial factors. All recommendations of aid are anonymously presented to a financial aid committee for discussion and certification. Parents are then notified of their financial assistance award. Families can also receive a discount for multiple students, and church workers receive an automatic reduction in tuition. Finally, all incoming and outgoing funds, including those from auxiliary organizations, are recorded and used in accordance with the donor's desire in a manner which best benefits the students at Trinity. Restricted funds are maintained by the treasurer to ensure that the monies are spent as per the wishes of each donor or organization.