



School Profile

History of the School

A brief history of the school that highlights improvement initiatives and important change decisions including building projects and consolidation efforts.

Holy Name of Jesus Catholic Community is rooted in over 150 years of Benedictine tradition, beginning from the first home baptism that took place in what is now called Medina, Minnesota, in 1856. After hosting Mass at the homes of parishioners for years, Holy Name of Jesus Church was built upon land donated by members and incorporated in 1864. Many descendants of these original parishioners are extensively involved in the parish to this day.

Today, the Holy Name of Jesus family is a vibrant and active community of believers dedicated to education, prayer, and service to our neighbors in need. This dedication is reflected in our mission statement:

"Sharing in the body of Christ, we seek to: know the heart of Christ, see the face of Christ, be the hands of Christ."

With a membership of over 2,500 households and a strong dedication to our children, reflected by over 1000 students enrolled in Faith Formation and nearly 500 students in our preschool-6th grade school, Holy Name of Jesus is a sizable community that is not without its challenges. But it is where parishioners and staff alike show tremendous dedication to God, their families, and their community through strong programming, a growing volunteer base, and stewardship that has kept our parish financially sound throughout the worst recession since the 1930s.

Holy Name parishioners have supported Catholic Education since the beginning of the parish. One parishioner recalls, "Early church services and classes were held in the home of my grandparents." In 1864, the parish was incorporated and a log church was built. Ten years later (in 1874), a larger frame church was built, and the log church began being used as a school. School was taught in German and was held for only three or four months of the year. Though no records were kept, there is a notation on the parish records that the first teacher was hired in 1876 and the church school had a seating capacity of 50.

In 1919, the original Holy Name of Jesus School was built across County Road 24 from the church on the knoll overlooking Holy Name Lake. Staffed by the sisters of the Order of St. Benedict from Duluth, MN, the first-year enrollment was 52 students – 48 pupils in the eight elementary grades and four in the first year of high school. To accommodate the four nuns who came to teach, Fr. George Scheffold, the pastor, moved out of the rectory and invited the nuns to live there until the convent was completed around Thanksgiving 1919. This two-room school building was used until 1955, when the present school was built under the direction of Fr. Edward Botzet, O.S.B. The building initially housed four classrooms, with two

grades taught in each room (an improvement over four grades in each room in the old school!). The first floor of the school building was used as a parish hall and lunchroom for the schoolchildren.

In 1965, under the direction of Fr. Emmanuel Kelsch, O.S.B., the hall was divided to make two additional classrooms. In the same year, the first lay teachers were hired (Joanne Kavanagh and Lou Reininger). As the Vatican II mandates for increased lay involvement had not yet taken hold, there was some distress in the parish about the decision to hire lay teachers. But with the decreasing availability of teaching nuns, lay teachers were needed for the school to remain in operation.

In 1966, with S. Almira, O.S.B. as the principal, an addition was built onto the school, with four rooms added to the back of the second floor to make ten total classrooms. This addition was opened in January 1967, when S. Martha Bechtold, O.S.B. was principal. Due to decreasing enrollment and the increased expense of lay teachers, the school dropped 7th and 8th grades in 1969. S. Martha served as principal until 1975, when S. Jean Patrick, O.S.B. replaced her. The number of teaching nuns decreased and the lay teachers increased each year. S. Josine Krausnick, O.S.B. arrived at Holy Name of Jesus in 1976 and served two years as principal.

After becoming principal in 1978, S. Sharon O'Neill, O.S.B. made many modern changes to the curriculum. She became the first full-time principal at Holy Name in 1983. Until that time, the principal had also been responsible for a classroom. After endearing herself to the Holy Name community, she left in 1985. At that time, The Parish Board of Education decided that, with the current focus on the ministry of the laity, hiring a lay principal would fit into the modern church. Miss Lori Lenz was hired in 1985 and remained for two years. In 1987, Mr. Jim Filter replaced her. An expert in areas of curriculum, Mr. Filter updated all the textbooks and teaching aides. The entire school got a facelift with renovation, new paint, and new carpet throughout.

In January 1989, Ms. Ellen Olsen became principal. At that time, there were 185 students and one class of each grade. As enrollment steadily increased, each grade expanded to two classrooms. In 1994, an addition to the church and school was necessary. It included five classrooms, an art/science room, new administrative area, teacher's lounge, conference room, and adult meeting rooms.

In 1990, Holy Name School and Ascension School in North Minneapolis formed a relationship along with their parishes. C.H.A.T. (Children's Hands Across Town) added a new joyful dimension to the school. The diversity was celebrated by sharing holiday celebrations, choir concerts, service projects, and friendships. Growth has meant the addition of many teachers, programs, volunteers, and innovations.

In 2002, Mr. Randy Vetsch became principal. This school year brought the hiring of seven new staff members, two of which had attended Holy Name of Jesus School as students. Math and Social Studies curriculum were updated and a school advisory board was formed.

In 2010, Mr. Michael Moch became principal. During this year, an additional section of third grade was formed and a new preschool offering became available for the fall of 2011. Continual work in technology and curriculum was pursued.

In 2012, Mrs. Martha Laurent became the principal. Her tenure has focused on continuing the tradition of academic excellence, meeting developmental and personal needs of our students, and fostering spiritual growth. The preschool program has expanded. The school put effort into marketing to ensure sustainability into the future.

Since HNOJ's last MNSAA accreditation in 2018, there has been a substantial increase in enrollment. In 2017-2018, HNOJ had 273 students in kindergarten-grade 6. During the 2024-2025 school year, that number had risen to 399 students in K-6, with another 80 registered for preschool classes.

In 2024, we expanded our footprint to include a new library. The parish is currently in the beginning stages of a capital campaign. The possibilities of the campaign are exciting and evidence of the wonderful growth in the parish and school. The fall of 2025 is bringing a new playground in a new location to allow for any future building growth.

Overview of the Broader Community

An overview of community (parish and beyond) in which the school is operating

Holy Name of Jesus School serves the following communities:

Plymouth/Wayzata: 53%	Orono: 5%	Corcoran: 1%
Maple Grove: 17%	Independence: 3%	Other: 10%
Medina: 9%	Long Lake: 2%	

	Wayzata	Plymouth	Medina	Orono
Population	4434	81,026	6837	8315
Population by Age	Under 20: 651 20-34: 638 35-54: 651 55-84: 2123 85+: 300	Under 20: 20,817 20-34: 11,748 35-54: 22,759 55-84: 22,566 85+ 1636	Under 20: 2264 20-34: 606 35-54: 2272 55-84: 1617 85+: 99	Under 20: 2344 20-34: 543 35-54: 2314 55-84: 2849 85+: 155
Population by Race/Ethnicity	Asian: 129 Black: 131 Hispanic/Latino: 155 Caucasian: 3895 Other: 279	Asian: 9233 Black: 510 Hispanic/Latino: 3199 Caucasian: 60,331 Other: 5080	Asian: 708 Black: 148 Hispanic/Latino: 164 Caucasian: 5542 Other: 440	Asian: 121 Black: 33 Hispanic/Latino: 201 Caucasian: 7688 Other: 473
Household Income	<\$35,000: 19.7% \$35-\$75,000: 15.4% \$75-\$100,000: 22% \$150-\$200,000: 5% \$200,000+: 37.9%	<\$35,000: 6.8% \$35-\$75,000: 8.2% \$75-\$100,000: 19.9% \$150-\$200,000: 9.7% \$200,000+: 55.4%	<\$35,000: 6.8% \$35-\$75,000: 8.2% \$75-\$100,000: 19.9% \$150-\$200,000: 9.7% \$200,000+: 55.4%	<\$35,000: 6.8% \$35-\$75,000: 8.2% \$75-\$100,000: 19.9% \$150-\$200,000: 9.7% \$200,000+: 55.4%

Overview of Students and Families Served

An overview of the students and families served by the school.

Holy Name of Jesus School currently serves students in preschool through grade 6. The current student population is approximately 475 students.

Students at Holy Name of Jesus School represent a number of school districts, including:

- Wayzata
- Orono
- Osseo
- Robbinsdale
- Delano
- Buffalo
- Anoka-Hennepin
- Minnetonka
- Hopkins
- St. Louis Park
- Rockford

Holy Name of Jesus School is located in the city of Medina, across the road from the city of Plymouth. The school is serviced by the Orono School District for special services and bussing also receives bussing services through the Wayzata School District.

Holy Name of Jesus School population is primarily caucasian, with other ethnic groups growing in number. The average income of area residents is increasing; the median income in Wayzata is \$125,344, while Medina's is \$219,181, and Plymouth's median income is \$130,793.

Enrollment Trends and Expectations for the Future

Describe enrollment trends over the past seven (7) years including current enrollment and future projections based on the community being served

Enrollment has been increasing over the past 5 years; however, we are planning for a decrease in enrollment over the next couple of years as we strive to right size our enrollment to our space. There are also some years where a unique trend shows in the numbers. Some contributing factors have been the COVID-19 pandemic and an area Catholic school not offering sixth grade.

K-6 Enrollment

	FYE 18	FYE 19	FYE 20	FYE 21	FYE 22	FYE 23	FYE 24	FYE 25	FYE 26 budget
K	41	34	32	60	54	54	57	55	54
1	51	39	33	38	63	54	51	57	54
2	38	49	39	37	44	61	59	54	55
3	43	32	50	39	44	48	64	66	56
4	44	41	28	53	46	46	49	66	56
5	28	41	42	34	56	46	48	51	65
6	28	17	22	38	27	33	31	50	34
Total	273	253	246	299	334	342	359	399	383

Executive Summary of the Survey Results

Parent, student, and sponsoring agency's perceptions and attitudes about the school.

Holy Name of Jesus School conducts a family survey each year to gather feedback on the school experience. Results are discussed amongst administration and the School Advisory Council, and summary results are shared with staff and families.

During the fall of 2024, as part of the self-study, HNOJ School conducted a family survey. The full results are provided to the MNSAA onsite team; however, a summary of the results is included below.

The survey included questions about faith and values, the preschool program (for families of preschool students), academics, learning environment, community and service, communication, parent involvement, and overall experience.

Highlights from the survey include the following:

- 99% of respondents answered 'strongly agree' or 'agree' to the statement: "Overall, I am satisfied with my experience at HNOJ School."
- 100% of respondents indicated that tuition at HNOJ School is a good value.
- 99% of respondents indicated that they would recommend HNOJ School to friends.

- Regarding faith and values, parent respondents agreed or strongly agreed that they are aware of the HNOJ School mission statement, and that the staff teaches and models Catholic values.
- The vast majority of parents agreed or strongly agreed that they have a good understanding of the school curriculum and believe that HNOJ School provides students with an outstanding academic education.
- Over 85% of respondents agreed that HNOJ School addresses the needs of the whole child (social-emotional, intellectual, physical) and supports students with varied educational needs.

Overall, HNOJ families indicated satisfaction with their children's experience and learning at HNOJ, answering "agree" or "strongly agree" to most prompts on the survey.

These are the top three areas for growth based on the survey results:

1. Communication Tools

- The satisfaction with the secure school website (Google) is relatively lower compared to other communication tools, with 14.60% of respondents answering "disagree".
- The family handbook also received some dissatisfaction, with 3.65% of respondents answering "disagree."

2. Support for Students in Need of Additional Resources

- While the majority of respondents agree that HNOJ School supports students in need of additional resources, there is still room for improvement as 1.42% of respondents disagreed.

3. Facilities

- The academic spaces and gym facilities received some dissatisfaction, with 10.14% and 5.80% of respondents disagreeing, respectively
- The outdoor play areas also had 7.97% of respondents disagreeing

These areas could benefit from targeted improvements to enhance overall satisfaction and support for the students and parents at HNOJ School.

Given that many of the responses were only agree or strongly agree for response, we looked for opportunity for growth/improvement. The School Advisory Committee identified areas in which HNOJ can work to move responses from "agree" to "strongly agree."

Here are the top three areas of opportunity based on the survey results, with "agree" being considered negative and "strongly agree" as positive:

1. Communication Tools:

- The secure school website (Google) received a significant amount of "agree" responses, with 36.50% of respondents agreeing and 43.80% strongly agreeing. This indicates that while many are satisfied, there is still a notable portion that sees room for improvement.
- The family handbook also had 43.07% of respondents agreeing and 49.64% strongly agreeing

2. Facilities:

- Academic spaces had 43.48% of respondents agreeing and 46.38% strongly agreeing. This suggests that while the majority are satisfied, there is still a considerable number who believe there is room for improvement.
- Gym facilities had 53.62% of respondents agreeing and 40.58% strongly agreeing

3. Support for Students:

- The support for students in need of additional resources had 33.33% of respondents agreeing and 50.35% strongly agreeing. This indicates that while the majority are satisfied, there is still a significant portion that sees room for improvement.
- Support for on-track learners had 28.37% of respondents agreeing and 69.50% strongly agreeing

These areas could benefit from targeted improvements to enhance overall satisfaction and support for the students and parents at HNOJ School.

MNSAA STANDARDS DOCUMENTATION

Standard 1: MISSION AND PHILOSOPHY - *The Vision and Values of a School*

Criteria

- 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.

Holy Name of Jesus School's mission and philosophy are presented, discussed, and reviewed at workshop week, School Advisory Committee meetings, and staff meetings. The mission and philosophy are also included in the school handbook and published newsletters to share with stakeholders. The mission statement is also on the school website and social media.

The mission statement is posted in classrooms and shared with students. This serves as a guideline for high expectations in academics, behavior choices and faith-based decision-making.

The school's mission is on display through the behaviors and actions of our students, staff, and stakeholders.

Evidence: *narration of compliance; written policies and procedures for the development and/or review process;* other evidence (onsite)

Evidence: HNOJ parent survey questions, HNOJ Family Handbook, HNOJ School website, School Newsletter (The Voice)

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- 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.

The mission statement for Holy Name of Jesus School is as follows:
Holy Name of Jesus School provides academic excellence in a preschool-6th grade Catholic school while proclaiming, celebrating, and living the Gospel of Jesus Christ.

The mission statement articulates our shared vision for the school community and aligns with our parish mission.

Evidence: *written mission statement* (include in self-study report)

Evidence: School Newsletter (The Voice), Mission statement in classroom, Mission statement on email signature

1.03 PHILOSOPHY STATEMENT: The school articulates a philosophy of teaching and learning that elaborates, supports, and clarifies the mission statement.

The philosophy statement for Holy Name of Jesus School is as follows:

Holy Name of Jesus is a Catholic school in which students achieve academic success and are inspired to continue a lifetime of growth as confident learners and person of faith and compassion. With the partnership of our parish community we build a foundation of success for each student.

As members of Holy Name of Jesus Catholic School, we value student learning, growth and development in the context of:

- A knowledgeable, talented and caring faculty, staff and administration
- Informed and involved parents
- A rigorous curriculum that builds an educational foundation for all students

Holy Name School strives to help students:

- Develop initiative, self-confidence and creativity
- Realize academic potential
- Prepare for future educational endeavors

The school community of Holy Name of Jesus Catholic School, based on a Christian foundation:

- Encourages accountability and responsibility of students
- Develops and strengthens a growing relationship with God
- Recognizes the dignity and worth of all persons

Evidence: written philosophy/vision statement; (include in self-study report)

Evidence: Family Handbook, Curriculum Handbook

1.04 COMMUNICATION OF MISSION & PHILOSOPHY: The school communicates the mission and philosophy to the stakeholders in the school community.

At Holy Name of Jesus School, the mission and philosophy define who we are as a school community. We live the mission and philosophy through actions and words.

The mission statement is posted in all classrooms and throughout the building. It is shared with the students in print, but primarily is modeled and practiced each day by all members of the school community.

The mission and philosophy are published and shared with the families and parish community through the Family Handbook, school newsletters ("The Voice"), parent information night, parish and school events, parish and school website, school brochures, and other marketing materials.

Evidence: narration of compliance; observable evidence that the statements are known and understood by stakeholders; other evidence (onsite)

Evidence: Family Handbook, School Newsletter (The Voice), HNOJ School website, 2025-2026 Tuition Info with mission statement, Tour folder with mission statement.

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.

The mission and philosophy statements are essential and drive daily life at Holy Name of Jesus School. They are the driving forces in the decision-making process, the focus of all activities, policies, and procedures, as well as in the development of curriculum.

When reviewing new resources, one of the primary considerations is the alignment with the mission. In addition, any experiences such as field trips and classroom speakers are vetted to align with our mission.

The statements guide students in their moral and spiritual growth. This is evident in students' actions in their daily life at Holy Name of Jesus School.

Evidence: narration of compliance; observable evidence that mission and philosophy are reflected in developing school goals, programs, policies and procedures; other evidence (onsite)

Evidence: Family Handbook, mission statement in classroom, School Newsletter (The Voice)

SUMMARY: MISSION AND PHILOSOPHY

Strengths and Recommendations for Growth

Strengths:

- The mission statement is well communicated in the school community and in marketing/public-facing communications and it drives the decision-making process at HNOJ School.
- The mission statement reflects the community of learners and is used as the foundation for school goals, programs, policies, and procedures.
- The philosophy statement clearly articulates the beliefs and priorities of the HNOJ school community.

Recommendations for Growth:

- The philosophy statement is not well known or communicated beyond the handbooks.
- The mission and philosophy statements will be evaluated and reviewed as part of the strategic plan to ensure that they accurately reflect the identity and vision for the school.

Standard 2: TEACHING AND LEARNING

Curriculum, Instruction and Monitoring Learner Performance

Criteria

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 may be integrated or separate subjects. **(*MN Statute 120A.22 – Compulsory Instruction)**

Holy Name of Jesus School uses the Minnesota State Standards for English/Language Arts, Mathematics, Science, Social Studies, Art, and Music. Health and Physical Education use the National Standards. Religion courses use the Religion Standards for Catholic Education provided by the Archdiocese of St. Paul and Minneapolis. Technology courses in Kindergarten-Grade 6 use the ISTE Standards. Each teacher refers to the state, national, or ISTE standards to build their lesson plans. Teachers have a current copy of the grade level standards in their classroom and/or access them online.

Evidence: *narration of compliance; written curriculum standards for each content area; (HS) course syllabi with department/division objectives; other evidence (onsite)*

Evidence: Shared Google document with vertical alignment tool, Curriculum Binders

2.02 CORRELATION WITH MISSION AND PHILOSOPHY: The school's curriculum standards and instructional strategies flow from the mission and philosophy.

Mission Statement

Holy Name of Jesus School provides academic excellence in a preschool - sixth grade Catholic School while proclaiming, celebrating and living the Gospel of Jesus Christ.

Holy Name of Jesus School provided academic excellence in a preschool through 6th grade Catholic school while proclaiming, celebrating, and living the Gospel of Jesus Christ.

Holy Name of Jesus School is founded on a rich history dating back to 1919, and a dedication to Catholic education that began long before that date. As noted in the mission statement, Holy Name of Jesus School provides children in preschool through grade 6 with a Catholic education aimed at educating the whole child: encouraging academic, spiritual and personal growth. HNOJ is committed to

delivering superior academics in small classroom settings. In addition, exciting opportunities beyond the classroom are offered, through which students can learn and grow as scholars and individuals. The Catholic faith is a foundation for every aspect of education at Holy Name of Jesus School. Administration, faculty, and staff work with parents/guardians to build a positive relationship where each child is celebrated, encouraged, supported, and challenged.

Evidence: *narration of compliance; subject area philosophies that flow from the mission and philosophy statements;* other evidence (onsite)

Evidence: Curriculum Handbooks with subject area philosophies, Cultivating the Virtues Curriculum, Grade Level Service projects (flyers/photos for Toy Drive, Rake-a-Thon, Food Drive), HNOJ philosophy statement

2.03 STANDARDS GUIDE INSTRUCTION: The school demonstrates that developmentally appropriate standards or curricular goals guide instruction.

Holy Name of Jesus School courses are aligned with the Minnesota State Academic Standards, National Standards, and Religion Standards for Catholic Education provided by the Archdiocese of St. Paul and Minneapolis. Therefore, lessons, activities, and assessments are planned and executed based on those standards. Student progress toward meeting these standards is documented through a standards-based report card completed each trimester.

Evidence: *narration of compliance; observable evidence that curriculum standards guide planning, instruction and assessment; (HS) course syllabi with department/division objectives;* other evidence (onsite)

Evidence: Curriculum Handbooks, Google Form for observation of classroom teaching, sample standards-based report card

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.

Holy Name of Jesus School uses a variety of methods to ensure that we are accommodating all learning styles, student needs, and making sure that our students are meaningfully engaged in learning. Teachers plan and teach using research-based strategies (i.e. interpersonal, intrapersonal, linguistic, technology, kinesthetic, musical, logical-mathematical, spatial, and spiritual). Teachers use many types of instructional methods (whole class, centers, project-based learning) during instruction periods.

Evidence: *self-study narrative of instructional practices that support the standards; evidence of implementation;* other evidence (onsite)

Evidence: Kinesthetic (Physical Education classes, brain breaks, EDGE classroom seating, 3rd grade student seating), Technology (classes, 1:1 devices, Promethean boards, IXL), Musical (classes, brain breaks, mnemonics), Spiritual (Openlight Media, Cultivating the Virtues, weekly Mass, Empower sessions)

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.

Holy Name of Jesus School staff prioritizes meeting the needs of all learners, ensuring that all students can be successful and participate in their education. At the beginning of the year, teachers use pre-assessment to such as NWEA scores, teacher recommendations, and classroom assessments to determine groupings within their classroom. In addition to grade level classes in math and reading, HNOJ provides enrichment reading math groups, as well as intervention classes to support students' learning. Some programs are designed to broaden learners' education experience, which challenges and empowers them. Academically, this is accomplished through differentiating curriculum and meeting the needs, abilities, and interests of students.

Examples of specific programs used by teachers and support staff include the following:

K-6 Reading Intervention
3-6 Grade Math Intervention
3-6 Grade Math Enrichment Program
3-6 Grade Reading Enrichment Program
K-6 Paraprofessional support in classrooms

To address students' varied social-emotional needs, HNOJ utilizes schoolwide curriculum and resources that align with HNOJ's Catholic mission. The "Education in Virtue" Program provides all students with the opportunity to focus on each virtue for two weeks at a time using classroom lessons and activities. HNOJ has also used the "Peace of Mind" from Phoenix School Counseling, in which staff and parents receive monthly webinars provide support and education to help meet students' needs.

Evidence: *narration of compliance; use of developmentally appropriate social-emotional curriculum,* other evidence (onsite)

Evidence: Math progress report, Reading Enrichment welcome letter, Math Enrichment welcome letter, Super Kids curriculum, Read Side By Side curriculum, Accommodation plan, modified spelling list, reading pre-assessment

2.06 SERVICES TO SUPPORT LEARNERS: The school provides developmentally appropriate supports to ensure that every student successfully completes the educational program.

Holy Name of Jesus School works with the support of the local public school, Orono Independent School District No. 278, to provide services such as Title I, Speech, and Special Education. Holy Name of Jesus School is responsible for identifying students for extra support. This is based on standardized test scores

(NWEA), Developmental Reading Assessments, Observation Surveys, formative and summative assessments, formal classroom observations, and classroom observations by the teachers that allow students to qualify for Reading Specialist/Title I services in Reading.

Our teachers assist students before school, during recess, and after school when needed to help them achieve academic success. Teachers use many interventions and accommodations including, but not limited to, homework and testing adaptations, being in closer proximity, preferential seating, extra time to complete assignments and tests, group modifications and organizational assistance. The accommodations are determined based on student needs and are differentiated accordingly.

Holy Name of Jesus School utilizes the support of paraprofessionals and reading and math specialists, both for extra support and enrichment, to further support students in reaching their academic goals and full potential. We also support parents in their efforts to work with 3rd party specialists in speech, occupational therapy, and reading intervention by allowing them to provide services within our building.

Evidence: narration of compliance; written policy and/or procedures for identifying, assessing and prescribing services for learners with special needs; evidence that the process is being used; other evidence (onsite)

Evidence: Referral form to ISD 278, HNOJ Accommodation Plan, Copy of Individualized Education Plan (IEP), Math progress report, developmental reading assessments, organizational packing list

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.

Holy Name of Jesus School collaborates in a variety of ways to ensure the evaluation of standards, instruction, and assessment. The teaching staff meets weekly with grade-level partners to revisit curriculum and instruction and ensure that it aligns with our standards at each grade level. During these weekly meetings, standards and methods of teaching are reviewed to ensure they meet best practices in teaching and identify potential gaps in instruction.

Curricular decisions are made by a team of teachers and administration. Standards and resources of the various subject areas are reviewed on a rotating basis following a prepared schedule or as needed, following this process.

1. Identify the subject area for review.
2. Review school identified standards.
3. If needed, make any necessary changes to the outcomes/standards.
4. Review and evaluate current resource materials for effectiveness in meeting the standards, instructional support, and extended learning opportunities for unique learners.

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5. If new materials are selected, research options and submit requests to administration to order samples, as needed.
 6. Review samples using feedback from steps 2 and 3.
 7. Meet and discuss options with the content area review committee.
 8. Make recommendations to administration for adoption of new materials (or updating current ones).
 9. If needed, administration will work to acquire funds needed for purchasing and/or put together a purchasing plan for materials.
 10. Administration will schedule any necessary training for adoption of materials.

After adoption of materials, continually review the effectiveness in the first year of implementation. Adjust implementation as needed.

Evidence: *narration of compliance; written policy and/or procedures for the ongoing evaluation of standards, instruction and assessment; written curriculum review cycle*; other evidence (onsite)

Evidence: Curriculum review cycle schedule, Social Studies curriculum meeting agenda/minutes

2.08 INSTRUCTIONAL RESOURCES: The school provides appropriate resources to meet the developmental and academic needs of students.

Instruction and differentiation is an essential component of learning and school culture at Holy Name of Jesus School. Literacy and math are woven throughout all subjects and are essential to all content areas. In addition to the reading and math curriculum in the classroom, the school provides Scholastic News, Story Works, Let's Find Out, Read Theory, Leveled Literacy Libraries, IXL, Khan Academy, Super Teacher Worksheets, and Brainpop.

Holy Name of Jesus students in Kindergarten through sixth grade visit the library each week to check out books. A staff member or volunteer helps the students choose books for various research projects and pleasure reading. Teachers maintain individual classroom libraries and offer many times throughout the day for choice reading. Three times a year, Holy Name of Jesus hosts a Book Fair that promotes reading at home and helps raise money for our school library.

Students have technology instruction twice per week. Kindergarten through second grade students have access to classroom iPads. Students have access to classroom Chromebooks in third and fourth grade. Students are able to research, read nonfiction text, use IXL or Khan Academy, and develop multimedia presentations with the one to one Chromebook program for students in fifth and sixth grade.

Holy Name of Jesus uses the following ELA resources to support the MN state standards. Kindergarten through second grade uses the Superkids Reading Program, third grade uses Reading Street by Scott Foresman and Pearson as well as grade level novel units. Fourth through sixth grade uses Read Side by Side by Sarah Collinge, as well as Houghton Mifflin English for grammar and writing.

Holy Name of Jesus uses the following math resources to support the MN state standards. Kindergarten through fourth grade use Houghton Mifflin Math Expressions. Fifth and sixth grades use Holt McDougal.

There are numerous other resources utilized by teachers to teach the standards and support learning.

Evidence: *narration of compliance*; other evidence (onsite)

Evidence: Leveled readers, Classroom technology and library schedules, Subscriptions to Scholastic News, Story Works, Let's Find Out, IXL student report correlating with NWEA

2.09 PHYSICAL ACTIVITY/LARGE MOTOR OPPORTUNITIES: The school provides regular developmentally appropriate opportunities for physical activity/movement.

Holy Name of Jesus School believes in the importance of the brain-body connection in the education of students. Our school provides developmental, standards-based physical education twice per week, as well as daily recess and a variety of resources to ensure ample opportunities for movement throughout the school day. Furthermore, there are many opportunities for students to participate in physical activities after school including but not limited to athletics and special classes. HNOJ staff believe these physical activity programs can help students establish healthy lifestyles, improve learning, and reduce disruptive behavior.

Evidence: *narration of compliance*; other evidence (onsite)

The following are evidence of compliance:

- Physical Education Curriculum and Daily Lesson Plans
- Physical Education Daily Class Schedule
- Recess Schedule
- Online Resources (Go Noodle, Moving Time Academy via YouTube, etc.)
- School Schedule

Evidence: *narration of compliance*; other evidence (onsite)

Evidence: Physical Education weekly lesson plan example, SHAPE America National Physical Education Standards, Daily physical education schedule, recess schedule, break break example, teacher schedule

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.

Holy Name of Jesus School utilizes technology to enhance student learning and communication between teachers, parents, and students. Parents/guardians and students must sign a technology-appropriate

use policy that meets legal requirements. The school also meets archdiocesan requirements on internet safety by using Netsmartz and Common Sense Media in grades K-6. Students in grades K-6 attend a technology class twice each week. In this class, students learn basic keyboarding skills using Dance Mat Typing, Typsy, and Typing Agent. They also utilize Google Workspace to explore many of the Google Tools.

At Holy Name of Jesus School, each classroom has various devices to support the teaching and learning process, based on age. Grades K-2 have iPads to support small-group learning. Third and fourth grade students each have a shared cart of Chromebooks for a ratio of 1:3 available to enhance classroom lessons. Fifth and sixth grades have 1:1 Chromebooks with each student at all times. There is a school filter for all devices, managed by our Parish IT staff for the 1:1 devices to include security 24:7 managed by our school tech specialist.

Teachers utilize the devices to access the following applications to support the teaching and learning process: Khan Academy, BrainPop, BrainPop Jr. and Espanol, Spelling City, IXL, Google, Superkids Reading, ABC.ya, Epic, Gizmos, Recap, Blooket, and Kahoot, Music Play online and Chrome Music Lab.

Evidence: narration of compliance; observable evidence that students use technology resources for learning; technology policies that meet MN Statute 125B.15 Internet Access for Students; other evidence (onsite)

Evidence: MN Math MAP study plan, Network and Internet Responsible Use Policy, Parent Signature for Google and Canva use, Google Classroom, BrainPop, IXL, Kahoot, Blooket, SuperKids, Scholastic News

2.11 PHILOSOPHY OF ASSESSMENT: The school clearly articulates a philosophy of assessment that guides teaching and learning.

Assessment is an integral part of a student's education at Holy Name of Jesus School. The primary goal of assessment is to maximize student learning. Educators at Holy Name of Jesus acknowledge that any one assessment is a limited source of information and must be used in conjunction with all other available information about a student. When assessments are used and interpreted properly, the results provide information that is valuable in designing educational opportunities that promote student achievement and meet the needs of all learners.

Assessment is standards-based and includes a variety of methods that guide instruction and inform instructional decisions. Student-centered formative and summative assessment motivates, encourages, and inspires students' passion for learning when it is delivered in a timely and reasonable manner. Student progress is communicated through educator e-mails, conversations with parents and students, and assessments sent home weekly.

Educational assessment at HNOJ embraces the following principles and values:

- Assessment shall consider a wide range of relevant performance information, formal and informal, standardized and non-standardized.

-
- Assessment shall be based on valid standards such as grade level expectations, appropriate reference groups, and individual aptitudes.
 - Assessment shall be analyzed by the classroom teacher to gauge school system performance and instructional improvement.
 - Assessment data shall be communicated to students and parents.

Evidence: *narration of compliance; written philosophy of assessment;* other evidence (onsite)

Evidence: Philosophy of Assessment, report card sample, NWEA student progress report, ongoing assessment in math

2.12 ASSESSMENT DEMONSTRATES ACHIEVEMENT: The school monitors and documents student growth and achievement in meeting curriculum standards using a norm-reference standardized test and a variety of curriculum-based assessments.

Holy Name of Jesus School has administered a variety of assessments including curriculum-based summative assessment over the course of each school year. Currently, HNOJ School administers the NWEA MAP test in the fall and spring as a way to formally measure growth through performance on standardized tests. This allows the teaching staff to analyze student progress to determine which steps are necessary to make it possible for each student to find success at his or learning level. The assessment is given in grades 3rd through 6th and the spring test is administered to the 2nd graders.

Students in all grades are assessed informally and formally on an ongoing basis, through observations, class work, classroom activities, encompassing their intellectual, physical, emotional, social, and spiritual learning. Kindergarten students are formally assessed individually twice a year by their teachers.

Evidence: *narration of compliance;* other evidence (onsite)

Evidence: NWEA grade report, NWEA student progress report, 6th grade social studies test, Kindergarten reading progress report, Kindergarten summative assessment, 4th grade math unit test

2.13 ASSESSMENT RESULTS EFFECT CHANGE: The faculty uses assessment results to guide curriculum and instructional decisions.

At Holy Name of Jesus School, staff use assessment results to inform curriculum decisions and instructional strategies. Teachers and staff collaborate within grade-level teams to review assessment data and adjust instruction as needed. These assessments measure students' progress, identify their needs, and set goals, with the findings shared with both students and parents. Curriculum committees regularly review and assess the curriculum per a review cycle and student need. Assessment results guide the selection of learning resources and grade-level curriculum.

Holy Name of Jesus utilizes data from standardized assessments, formal evaluations from instructional materials, and informal teacher assessments to create leveled groups for language arts and math instruction. These groups are flexible, adjusting based on both formal and informal assessments such as running records, comprehension checks, and formative and summative assessments. Grouping in math and reading is skill-based, and individual instruction is provided when necessary.

Evidence: *narration of compliance; documented changes in curriculum and/or instruction based on analysis of individuals, groups, or school-wide assessments;*
other evidence (onsite)

Evidence: Curriculum review cycle, 4th grade *Shiloh* reading guide, leveled reader sample, monthly reading fluency test, NWEA grade level math report

2.14 CRITERIA FOR EVALUATION: The school utilizes developmentally appropriate criteria for evaluation and reporting of learner progress.

Holy Name of Jesus School establishes clear and consistent criteria for evaluating and reporting student work through several methods:

1. **Grade-Level Team Meetings** – Teachers meet with their grade level colleagues each week to discuss student work, and staff regularly develops rubrics to assess both classroom assignments and homework.
2. **Report Cards** – Report cards are issued three times a year, at the end of each trimester.
3. **Parent-Teacher Conferences** – Conferences take place twice annually, once in the fall (mid-October) and once in the spring (early March). Parents and teachers are always welcome to request additional conferences at any time during the school year.
4. **NWEA MAP Reports** – Results from the NWEA MAP assessments are shared with parents twice a year, during the fall parent-teacher conference and again in the end-of-year report card.
5. **Communication Folder**- A folder is sent home once a week for parents to review the work their children completed during the previous week.
6. **Ongoing Discussion and Meetings** – There are ongoing, frequent meetings between staff/administration and parents to evaluate, report, and develop action plans as needed.

Evidence: *narration of compliance;* other evidence (onsite)

Evidence: report card same, conference scheduler link, classroom skills evaluation, writing rubric, NWEA student progress report

2.15 ASSESSMENT RESULTS COMMUNICATED: The school communicates learner progress to students, parents and the broader community.

Classroom assessments are shared with students and parents weekly through Thursday folders to foster open communication. HNOJ teachers also provide updates on learner progress by sending NWEA MAP test results in both the fall and spring. Additionally, report cards are distributed at the end of each trimester. In the State of the School newsletter, NWEA achievements for grades 2-6 are shared with the broader community.

Evidence: *narration of compliance; evidence of test results communicated to appropriate stakeholders;* other evidence (onsite)

Evidence: “The Voice” newsletter, NWEA scores in newsletter, NWEA student report

SUMMARY: TEACHING AND LEARNING

Strengths and Recommendations for Growth

Strengths:

- The school’s ability to meet the needs of all students is strong. With enrichment and intervention classes in math and reading, we are able to group students to best serve their needs within the building.
- Teachers and administration communicate academic progress and assessment results effectively with parents and other stakeholders.
- Teachers use a wide variety of resources, including textbooks, online resources, and activities, to create opportunities for students learning and assessment.

Recommendations for Growth:

- The school needs to prioritize completion of the online alignment tool.
- The school needs to adhere to the curriculum review cycle to ensure all content areas are reviewed as stated.
- With changes in MN standards, it is imperative to have a standards review, evaluation, and implementation plan to ensure the standards reflect our mission.

Standard 3: CLIMATE FOR LEARNING – *School Environment and Facilities*

Criteria

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, conducive to learning and has bullying and harassment policies and/or procedures.

Holy Name of Jesus School communicates expectations for student behavior with students and parents. Holy Name of Jesus School has behavior expectations that are guided by the Gospel values. HNOJ enforces a student discipline code that is consistent with and supportive of the school's mission and philosophy and is conducive to learning. Behavior expectations are developed by the faculty and staff of Holy Name of Jesus School.

The specific behavior expectations that Holy Name of Jesus School requires students to follow is included in the Holy Name of Jesus School Handbook, which all parents receive at the time of enrollment each year. Through TADS, parents and students sign that they have received the handbook and agree to follow the policies and procedures articulated within the handbook. The handbook is located on the school's private website for current families to access throughout the year.

Evidence: *narration of compliance; written and communicated student behavior expectations; policies and/or procedures that meet MN Statute 121A.031 Prohibiting Intimidation and Bullying; other evidence (onsite)*

Evidence: Family handbook, Teacher/Parent Communication (ABC and Think About It sheets), Virtues in Education curriculum

3.02 EFFECTIVE CLASSROOM MANAGEMENT: The school has classroom environments that are conducive to learning.

Holy Name of Jesus School has classrooms that are conducive to student learning in many ways. Kindergarten classrooms have various learning stations designed for free play, art, sensory activities, reading, and more. All classrooms Pre-K through sixth grade have enough desks for all students, with flexible seating options available for students in grades 5-6. Every classroom has a Smartboard, as well as whiteboards and bulletin boards. Teachers work diligently to ensure that classrooms are decorated with appropriate learning aids that coincide with educational units, seasonal decorations, and student work. As a Catholic school, religious symbols and artifacts are present in all classrooms, including crucifixes, religious artwork, and a prayer corner.

Specialist classrooms are appropriately appointed to create environments conducive to learning, as well. The school library supports and enhances grade level curriculum and fosters a love of reading. Two classroom carts are available for students in Kindergarten through grade 4, while students in grades 5-6

are issued Chromebooks for individual use. The STEM lab and art room has tables that enable hands-on experiments and activities; the STEM classes also use the courtyard garden and other exterior parts of the campus as outdoor classroom space. The music and band rooms are supplied with various instruments and equipment for use at all grade levels, as well as risers for performance use. Physical education classes take place in the school gym, which is also used by the HNOJ athletic department outside of the school day. Spanish classes take place in the grade-level classrooms. Enrichment and remedial classes in math and reading take place in dedicated classrooms within the school. In addition to using the cafeteria for school lunches, it is also used as a space for the School Age Care program before and after school each day.

To ensure right-sized classes, Pre-Kindergarten, Kindergarten and grades 1-2 are limited to 20 students per classroom. Grades 3-6 may have up to 27 students per classroom.

Evidence: *narration of compliance*; other evidence (onsite)

Evidence: Parent survey results, newsletter with photos of facilities

3.03 CONFLICT RESOLUTION: The school communicates and uses a process for resolving conflicts and grievances within the school community.

Holy Name of Jesus School communicates and uses a process for resolving conflicts and grievances within the school community. Holy Name of Jesus School manages conflict resolution in many different ways, depending on the age of students/staff and the severity of the conflict. The policies are found in the Family Handbook.

Evidence: *narration of compliance; written and communicated policies and/or procedures that address conflict resolution/grievance and bullying issues for all stakeholders*; other evidence (onsite)

Evidence: Conflict Resolution Policy in Family Handbook

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**)

Holy Name of Jesus School has attendance and tardiness policies and procedures that are written, published, communicated and enforced. The school completes annual enrollment reports as required by the local school district and the state of Minnesota, and maintains copies of these reports.

Evidence: ^{LR*} *narration of compliance; written attendance/tardiness policy; enrollment report to district and state*; other evidence (onsite)

Evidence: Attendance and tardiness policies in Family Handbook, Annual enrollment report

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.

Holy Name of Jesus 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. Maintenance staff makes repairs as needed, and daily cleaning is done by a professional service. In addition, the maintenance staff makes more substantial repairs and completes special cleaning needs as situations warrant. Staff members submit ongoing maintenance requests to the maintenance staff using Asset Essentials, and these requests are promptly resolved. During school breaks and in the summer months, maintenance staff shampoo carpets and wax floors, wash windows, and touch up paint, and provide other ongoing facilities maintenance. The maintenance department follows state and federal guidelines for cleaning up blood and bodily fluids and storing chemicals. The elevator is properly maintained and inspected. Maintenance staff are trained in an Asbestos Management Plan (ACM Management Plan), the written version of which is located in the maintenance office. The school building has secured entrances, controlled by fob and/or key access.

Evidence: *narration of compliance*; other evidence (onsite)

Evidence: Cleaning company contract, cleaning calendar, maintenance training email

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.

Holy Name of Jesus School has written policies and procedures that meet local, state, and federal legal requirements including, but not limited to, the following:

- Visitor/Guest Procedures
- Crisis Management (MN Statute 121A.035)
- School Safety Drills (MN Statute 121A.037)
- Emergency Preparedness and Response Training (MN DPS)
- Bus Safety Training (MN Statute 123B.90)
- Fire Regulations (MN Uniform Fire Code)

Documents for compliance can be located in the school office. Each classroom is equipped with an Emergency Procedure Plan and emergency exit maps. All emergency exit doors are clearly labeled.

AEDs are in the school and parish. All staff of Holy Name of Jesus School are offered AED and CPR

training and positions that require the training are in compliance. In addition, many staff members do have the training even if not required for their position.

Background checks and a signed Code of Conduct are required for all staff and volunteers.

Evidence: *narration of compliance; secured or observed access to building; visitor/guest procedures; written policies and/or procedures for Crisis Management (121A.035); and school safety drills (MN Statute 121A.037); Emergency Preparedness and Response Training (MN DPS); Bus Safety Training (MN Statute 123B.90); Fire Regulations (as defined by MN Uniform Fire Code); other evidence (onsite)*

Evidence: HNOJ Parish and School Emergency Plan, School safety drill log, Fire inspection email, CPR and AED training email, Bus Safety training email and completion record

3.07 SUPPORTING HEALTH REQUIREMENTS: The school has written policies and/or procedures that meet local, state and federal health requirements.

Holy Name of Jesus School has written policies and/or procedures that meet local, state, and federal health requirements including, but not limited to, the following:

- First Aid and CPR Training (MN 245A.40)
- Immunization Requirements (MN 121A.15)
- Preventing and Responding to Allergies (MN 245A.41)
- Wellness Policy
- Food Preparation and Service policy
- Medication Handling/Administration policy

Documentation of policies/procedures can be located in the school office. Immunization, allergy, and medication policies can be located in the nurse's office.

Evidence: *narration of compliance; written policies and/or procedures relating to First Aid and CPR Training (MN 245A.40), Immunization Requirements (MN121A.15), Preventing and Responding to Allergies (MN 245A.41), Wellness, and Food Preparation and Service, policies and/or procedures related to the handling and administration of medication, other evidence (onsite)*

Evidence: CPR and AED training email, Food Service certificates, Family Handbook

SUMMARY: CLIMATE FOR LEARNING

Strengths and Recommendations for Growth

Strengths:

- Appropriate and supportive classroom management creates an environment that is conducive to learning.
- Facilities are well-maintained.
- The school is committed to being in compliance with all legal and health/safety requirements.

Recommendations for Growth:

- Space continues to be an area of growth, with all classrooms and lunch located within the secured school area.
- Increased/more effective communication of behavior expectations in all areas (recess, lunchroom, etc.)

MNSAA STANDARDS DOCUMENTATION

Standard 4: COMMUNICATION AND COMMUNITY RELATIONSHIPS

Stakeholder Involvement in the School

Criteria

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.

Holy Name of Jesus School provides orientation for new staff members during teacher workshop week prior to the beginning of the school year.

HNOJ provides orientation for new families at a special presentation/welcome event held in early August each year. Each grade has host families that serve as a resource for new families. These host families also plan social events for the grade level and provide communication between families and the PTO.

All HNOJ School volunteers are required to complete the Essential Three (VIRTUS training, background check, code of conduct) prior to volunteering in the school.

When students enter the EDGE program, grades 5 and 6, parents attend an orientation night to learn about expectations of the program, unique components of the program, and also to hear about 5th grade Family Life and 6th grade Wolf Ridge experience.

New School Advisory Council members are contacted by the chairperson or vice chairperson to review roles and responsibilities.

New families incoming to Kindergarten attend our Kindergarten Connection the spring before enrollment for a family friendly tour led by 5th graders, an opportunity to try out the lunch line, and to meet other Kindergarten families. The students also receive their first spirit wear t-shirt.

Evidence: narration of compliance; written description of orientation processes;
other evidence (onsite)

Evidence: New family night presentation, EDGE curriculum night presentation, School Advisory Council meetings email, Kindergarten Connection flyer

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.

Holy Name of Jesus School provides regular communication with parents/families through weekly newsletters (The Voice), classroom emails, Thursday folders, and semi-annual newsletters. Classroom teachers provide weekly email newsletters.

Fifth and sixth grade students use Google Classroom to communicate with teachers and submit some assignments.

Administration communicates with staff via a weekly email bulletin and staff meetings, as well as in person conversations and emails on a daily basis.

HNOJ School creates a printed newsletter twice annually to share information about the school with all stakeholders (parents, grandparents, parishioners, etc.)

HNOJ School also utilizes social media to communicate happenings in the school.

Evidence: narration of compliance; samples of internal communication; samples of external communication; other evidence (onsite)

Evidence: “The Voice” newsletter, State of the School newsletter, HNOJ School Facebook page, Staff bulletin, Classroom teacher newsletter

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.

Holy Name of Jesus School fosters and promotes effective communication among parents, staff, and parent groups. The PTO, HNOJ’s largest and most active parent group, organizes Field Day, Grandparents Day, Staff Appreciation Week, host family events, and the annual used uniform sale. This group meets monthly during the school year and is in regular contact with administration.

Parents attend field trips and volunteer in the classrooms, at recess, and in the lunchroom. All volunteers must have completed the Essential Three (Virtus training, background check, code of conduct) before volunteering.

Parent volunteers are also instrumental in planning and facilitating major fundraisers and school events, including the annual Golf Scramble, the Rake-a-Thon fundraiser, and the IgNight Gala.

The School Advisory Council also has a number of parent representatives who assist with the ongoing function of the school and work with long-term strategic planning.

Evidence: narration of compliance; evidence of opportunities for parent/guardian involvement; other evidence (onsite)

Evidence: PTO agenda, Staff Appreciation Week flyer, Host family email, Golf Scramble flyer

4.04 COMMUNITY RELATIONSHIPS: The school is involved in the community to promote and advance its mission.

Holy Name of Jesus School has several ongoing partnerships with the community, as outlined below.

Each week at Mass, students donate food to Interfaith Outreach Community Partners (IOCP). IOCP also receives support from various grade level and schoolwide service projects throughout the year. We also do an annual food drive for Thanksgiving to support the IOCP food shelf.

Every December, the second grade sponsors a schoolwide Toys for Tots collection. They count the donations and bring them to the tent at KARE 11.

Fall Fest is the parish-wide festival held in September each year. HNOJ School hosts the children's games and helps run the event.

During the annual Rake-a-Thon each fall, HNOJ students/families go out into the community to rake the yards of those in need of assistance in the local community.

Each Advent, students write letters and cards for elderly or sick family members, the military, invalids, and other members of the wider HNOJ community.

Evidence: *narration of compliance*; other evidence (onsite)

Evidence: Toys for Tots flyer, Rake-a-Thon information in weekly newsletter, Advent Card service project

4.05 MARKETING AND ENROLLMENT: The school establishes marketing initiatives to recruit and retain students and foster relationships that advance the school's mission.

Holy Name of Jesus School continues to evaluate and update marketing initiatives. HNOJ has seen substantial growth in student enrollment since 2018 and marketing efforts continue to reflect the enrollment trends. When a family tours HNOJ, they leave with a folder of marketing materials, including tuition information, newsletters, calendar, etc. Each spring, incoming kindergarten students participate in Kindergarten Connection, during which they're invited into the building during the school day, enjoy a tour and snack, and receive their first HNOJ spirit wear. HNOJ School continues to build relationships with HNOJ parish and the broader community. As part of our marketing efforts, we host open houses that are advertised to parish families and in the community, we host a free Mrs. Claus and Santa visit, we advertise in some local publications, and we keep active on social media.

Evidence: *narration of compliance*; other evidence (onsite)

Evidence: Kindergarten Connection flyer, Open house flyer, "Donuts with Santa" advertisement, HNOJ Facebook page, Advertisement in local publication

4.06 ADVANCEMENT: The school establishes development initiatives that advance the school's mission.

All of our past, current and future initiatives are designed to advance the mission. This includes initiatives around programming, facilities, security and space utilization. All areas support learners and creating an environment conducive to learning. A few significant development initiatives in current and recent years include adding a math interventionist, building a new library, continuing to improve security efforts, and building a new playground. In our strategic plan, we are planning to start and grow an endowment fund.

Evidence: *narration of compliance;* other evidence (onsite)

Evidence: Welcome letter for math intervention, School Advisory Council agenda with endowment discussion, pictures of new library and new playground

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.

Holy Name of Jesus School provides a state-of-the-school report to stakeholders annually in the spring. The report includes assessment results, budget overview, information about large-scale projects, and more. Standardized assessment results are also provided to each family in the fall and spring each year. The report is provided to families, grandparents, parishioners, and is given to prospective parents.

Evidence: *narration of compliance; evidence of an annual state-of-the-school report;* other evidence (onsite)

Evidence: State of the School newsletter 2025, State of the School newsletter 2023 (with SSP initiative progress)

SUMMARY: COMMUNICATIONS AND COMMUNITY RELATIONS

Strengths and Recommendations for Growth

Strengths:

- HNOJ School publishes a State of the School newsletter each spring. This is widely distributed to school families, parishioners, grandparents, and other stakeholders.
- Communication is a strength within the school community.
- Enrollment has increased during this accreditation cycle and HNOJ School is currently at capacity with waitlists at several grade levels.

Recommendations for Growth:

- Communication (internal and external) continues to be a focus for growth.
- Create an alumni/donor database.
- Establish an endowment fund.

Standard 5: PERSONNEL

Qualifications, Evaluations, and Development of the Staff

Criteria

5.01 ADMINISTRATOR QUALIFICATIONS: The school has a principal or 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.

Holy Name of Jesus School has two administrators who have each earned a Master's degree, an Educational Specialist degree, and hold a current K-12 administrator license in the state of Minnesota.

Evidence: *narration of compliance; onsite verification of compliance;* other evidence (onsite)

Evidence: MN Administrator Licenses for Principal and Assistant Principal

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.

N/A

Evidence: *narration of compliance; onsite verification of compliance;* other evidence (onsite)

Meets all required evidence for training for local, state, and federal statutes; known by an active DHS license.

Director – background in educational leadership, experience in leading and managing staffs, and ongoing training in early childhood development and learning.

Lead Teachers – licensure in early childhood or elementary education, certificate or degree in early childhood development, experience with early learners, and ongoing training in early childhood development and learning.

Assistant Teacher – experience with early learners as an intern or aide, and ongoing training in early childhood development and learning.

N/A

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.**

The elementary teaching staff at Holy Name of Jesus School have current teaching licenses in the state of Minnesota. In addition, over 65% of the teaching staff have earned Masters degrees in an education-related field.

Evidence: *narration of compliance; onsite verification of compliance;* other evidence (onsite)

Evidence: Documentation of Licenses (licenses held in teacher personnel files in the school office)

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.**

N/A

Evidence: *narration of compliance; onsite verification of compliance;* other evidence (onsite)

N/A

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.

Specialist teachers licensed in the state of Minnesota include
Physical education
STEM
Library
Reading Enrichment
Math Interventionist

Specialist teachers who have baccalaureate degrees and are proficient in their teaching areas include
Art
Music

Technology
Spanish
Math Enrichment
Reading Interventionist

Evidence: *narration of compliance; onsite verification of compliance;* other evidence (onsite)

Evidence: Documentation of Licenses (licenses held in teacher personnel files in the school office)

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**)

The school requires background checks on all employees. The background checks are kept on file in the Human Resources office at HNOJ parish.

Evidence: *narration of compliance; onsite verification of criminal history check completed for each employee;* other evidence (onsite)

Evidence: Onboarding email, Virtus information, Form 123B

5.07 CODE OF ETHICS: The school publishes and maintains a professional code of ethics for its employees.

All employees receive the Code of Ethics and sign it annually. The Code of Ethics signature page is stored electronically and accessible through HR.

Evidence: *narration of compliance; written and communicated code of ethics statement;* other evidence (onsite)

Evidence: Sample Code of Ethics in Employee Handbook

5.08 JOB DESCRIPTIONS: The school provides written job descriptions for all school employees, which include roles, responsibilities, and accountability.

All school employees have a written job description that includes role, responsibilities, and accountability. The job descriptions are signed electronically and these records are available for review through HR.

Evidence: *narration of compliance; written job descriptions;* other evidence (onsite)

Evidence: Job Descriptions (Teacher, Substitute teacher, Admin support–playground, Food Service manager)

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.

The school has an evaluation process for all employees that meets MNSAA expectations listed in the description above. In addition to an annual evaluation, administration engages in ongoing support, reflection, discussions, and problem solving with all staff members.

Evidence: narration of compliance; written description of evaluation process and procedures; annual report in all personnel files; other evidence (onsite)

Evidence: Blank goal setting document, Staff meeting schedule to discuss goals, Observation form

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.

The school has system-wide and on-going training for teaching staff and administration. The teachers and administrators collaborate and are accountable for the implementation of professional development. In addition, the staff shares their professional development experiences with peers at staff meetings and workshops.

Evidence of Compliance: written professional development plan; evidence of the implementation of the professional development plan; official staff professional development report; assessment tools for determining professional development needs; policy; availability of professional publications and resources; minutes (staff, curriculum development); membership in professional organizations; team observations and interviews

Evidence: HNOJ Professional Development Plan, Title II form, Orton Gillingham PD email, Read Side by Side PD email, CEU email

5.11 ONGOING DEVELOPMENT OF SUPPORT PERSONNEL: The school provides opportunities for ongoing education and development for support staff.

HNOJ School provides opportunities for support staff for ongoing development. The support staff attends the Catholic Schools Center of Excellence Summit. Kitchen staff attends appropriate training/ongoing education. Additionally, support staff attends professional development sessions with teachers during workshop week, which has included sessions on vocation and mental health, among others.

Evidence: *narration of compliance*; other evidence (onsite)

Evidence: Kitchen staff training certificate, PACE PRISM notice, PACE PRISM email, Orton Gillingham email, Read Side by Side email, Catholic Schools Center of Excellence Summit schedule

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.

The school maintains accurate and confidential personnel records and credentials. These records are available in the Human Resources office at HNOJ parish.

Evidence: *narration of compliance; W4; I-9 immigration forms; criminal background checks; written evaluation and performance appraisals; job descriptions*; other evidence (onsite)

Evidence: Personnel records and credentials are available in the Human Resources office at HNOJ parish.

SUMMARY: PERSONNEL

Strengths and Recommendations for Growth

Strengths:

- HNOJ School has highly qualified teachers and staff. Over 65% of teaching staff have attained a master's degree in an education-related area.
- Staff members look for training opportunities that work with their professional goals. They also ask for training/sessions that are of interest to them and they believe would benefit them.
- Staff members readily share what they learn in professional development with their colleagues.

Recommendations for Growth:

- Continue to find professional development opportunities for support staff.
- Continue to build a professional development plan for all staff members to ensure that they have access to relevant and useful opportunities.
- Incorporate more opportunities for staff to share their professional development learning with colleagues.
- Align full-staff professional development with identified needs.

Standard 6: Leadership, Administration and Governance

Responsibility for Educational and Organizational Effectiveness

Criteria

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.

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.

HNOJ school administrators are responsible for the day-to-day operations of the school. Administrators have detailed job descriptions outlining specific responsibilities, including supervision of personnel and responsibility for major departments (except maintenance staff) within the school building organization.

The School Advisory Council acts as an advisory board to the principal and pastor in matters of finance for the school and parish.

The principal reports to the pastor. The assistant principal works with the principal to support the daily operations of the school. The school office manager works with the principal to ensure the office maintains accurate records for attendance. The school nurse records daily absences and, with the office manager, works to ensure that all students are accounted for each day.

The entire staff at HNOJ School is responsible for supporting and promoting the mission of the school, supporting parish fundraising events, improving curriculum, and setting goals in order to ensure successful outcomes.

Evidence: *narration of compliance*; other evidence (onsite)

Evidence: Job Descriptions (Principal and Assistant Principal), School Advisory Council agenda

6.02 ADMINISTRATOR EVALUATION: The school has a defined evaluation process for its administrator(s) based on job descriptions.

Holy Name of Jesus School has an evaluation process in place to ensure that administrators are evaluated annually. The pastor hires and supervises the principal, and the principal hires and supervises the assistant principal.

In addition, the pastor meets with the principal weekly to discuss any relevant issues and decisions.

Evidence: narration of compliance; evidence of evaluation(s) for all administrators; other evidence (onsite)

Evidence: Goal-setting document, Personnel records located in HR office at HNOJ Parish

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.

The principal reports directly to the pastor. There are other commissions that collaborate with leadership in the decision making process including Pastoral Council, Finance Council and the School Advisory Council. The leadership structure is clearly defined in parish bylaws and amendments.

HNOJ school administration collaborates with the School Advisory Council (SAC), which meets monthly. Each year, the SAC chair communicates responsibilities and expectations to new members of the council. The SAC mission is to assist the pastor and principal in governance of the parish school. SAC is a consultative body, and the ultimate decision making lies with the principal and pastor.

The School Advisory Council is part of a larger system of commissions in place at HNOJ parish. The Parish Council meets monthly, as do other commissions.

Evidence: narration of compliance; approved constitution and by-laws; policies outlining roles and responsibilities of governing bodies, individuals and consultative groups; other evidence (onsite)

Evidence: School Advisory Council bylaws and description of roles

6.04 GOVERNANCE DEVELOPMENT: The school formation for governing body through orientation, ongoing development and training, and self-evaluation.

The formation of the governing body is accomplished through an orientation process and ongoing training. In addition, the members have access to regular professional development opportunities through the archdiocese. The School Advisory Council uses a process that is reflective and allows for evaluation of effectiveness, ability to communicate to stakeholders, and support of the school strategic plan.

Evidence: *narration of compliance; documentation of orientation/training;* other evidence (onsite)

Evidence: School Advisory Council agenda/minutes

6.05 SCHOOL POLICIES: The governing body systematizes the policies of the school's operations to ensure faithfulness to the mission and continuity through leadership changes.

The school has policies of operations to ensure faithfulness to the mission and continuity through leadership changes. These policies are provided by the Archdiocese of St. Paul and Minneapolis and edited to meet individual school environments. Recent advancements include formalizing policy for right-sizing enrollment in each grade and completing DHS licensing for HNOJ Preschool.

Evidence: *narration of compliance; policy documents;* other evidence (onsite)

Evidence: School staff meeting minutes, Employee Handbook, Family Handbook, Archdiocese Policy Handbook

6.06 FINANCIAL SUSTAINABILITY: The school engages in financial planning that includes defined revenue sources, delineation of costs, and projections for the future.

Holy Name of Jesus School's financial planning process includes a detailed review of current facilities, equipment, resources and technology by school administrators, faculty, and the School Advisory Council.

Evidence: *narration of compliance; tuition and fees structure; previous year's budget; current budget; current financial reports;* other evidence (onsite)

Evidence: Tuition and Fee information, Previous Year's budget, Current budget report

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.

The principal works in collaboration with LightHouse, parish administrator, pastor, finance council, and school advisory council to set an annual budget that supports and sustains the educational program. The principal is also involved in discussions involving facility, equipment and technology budget items and needs. The budget work begins in September/October so tuition is set and approved in November. In the spring, once enrollment numbers are finalized, the final budget is presented by the principal to the

finance council. The pastor issues final approval based on recommendations and discussions.

Evidence: *narration of compliance; annual school budget that addresses all school and programming needs, including: facilities, equipment, resources & technology needs;* other evidence (onsite)

Evidence: School Budget Proposal, Current budget document, Finance presentation slides for budget approval

6.08 COMPENSATION: The school has a written process for determining employee compensation that is regularly reviewed and communicated.

Holy Name of Jesus School has a written process for determining employee compensation. Compensation is regularly reviewed.

The compensation discussions begin in the fall and the increase is approved and finalized in the spring. The principal works in collaboration with LightHouse, parish administrator, pastor, school advisory council, finance council, and parish council to set a compensation raise percentage that works within the budget while supporting staff. Staff is notified of the percent increase and agreements are issued in spring.

Evidence: *narration of compliance; policies and/or procedures for determining compensation; evidence of policy/procedure communication to staff;* other evidence (onsite)

Evidence: Finance Council agenda, Budget presentation slides

6.09 EMPLOYEE HANDBOOKS: The school has published employee handbooks that articulate current policies and procedures.

Holy Name of School has a published employee handbook. All staff receive the handbook when they are onboarded and also annually during the employment process. When there are updates to the handbook, staff members are issued a new handbook and are required to sign acknowledgement of the change.

Evidence: *narration of compliance; employee handbook; published policies and/or procedures including those related to employment law and regulations, Biohazard Waste Training and Right to Know (MN182.6555), Reporting of Maltreatment of Minors (MN-626.556);* other evidence (onsite)

Evidence: HNOJ employee handbook, handbook update

6.10 PARENT AND STUDENT HANDBOOKS: The school provides parents and students a school handbook that reflects current policies and procedures.

The Holy Name of Jesus School Family Handbook delineates school policies and procedures. It includes all policies and procedures that support the mission of HNOJ School, as well those required by law, including attendance policies and safety information.

Parents and students are provided with access to the handbook during the registration and enrollment process. The handbook is also published on the secure website for HNOJ families to access throughout the year. All families sign an acknowledgement that they have received the school policies and support the current handbook policies and procedures on an annual basis for the current academic year.

The current family handbook is being revised for implementation for the 2026-27 school year. The handbook update in process is onsite.

Evidence: narration of compliance, handbooks; other evidence (onsite)

Evidence: HNOJ family handbook, revisions in process for family handbook

6.11 ADMISSIONS POLICY: The school defines admissions policies and procedures in accordance with legal, ethical, and professional practices.

HNOJ School has admissions policies and procedures that are in accordance with legal, ethical, and professional practices. The admissions policies are communicated to stakeholders and are included in the HNOJ Family Handbook.

Evidence: narration of compliance; nondiscrimination policy; handbooks; public relations materials; school policies; other evidence (onsite)

Evidence: Non-discrimination policy included in HNOJ family handbook

6.12 STUDENT RECORDS: ^{LR*} The school maintains student records necessary for the operation of a quality educational program and provides appropriate access to parents/guardians.

Holy Name of Jesus School maintains past and present student records as required by state law. Student records include annual report cards, records of annual standardized test scores, attendance

records, and health records.

The Holy Name of Jesus School nurse maintains accurate immunization, attendance, and compliance records. Holy Name of Jesus School receives funding for healthcare through the state and federal program (processed through Orono Schools).

All student records are stored in a locked file cabinet in the school office to ensure data privacy and records are kept confidential.

Evidence: narration of compliance; policies and/or procedures as defined by the Family Educational Rights & Privacy Act; other evidence (onsite)

Evidence: Student records located in school office, Health records located in the nurse's office.

SUMMARY: LEADERSHIP, ADMINISTRATION & GOVERNANCE

Strengths and Recommendations for Growth

Strengths:

- Effective and efficient budgeting process
- The budget supports programming and allows for continued improvement and growth in programming.
- Highly-qualified administrators with Ed.S. credentials
- Collaboration among several stakeholder groups and leadership

Recommendations for Growth:

- Complete the revision of the Family Handbook.
- Continue to prioritize the use of funds to further the mission and vision.
- Development of an endowment fund to ensure future sustainability.

Standard 7: SCHOOL STRATEGIC PLAN FOR IMPROVEMENT

Strategies & Tools for Improving the School

Criteria

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.

The strategic plan is a collaborative, comprehensive process. We take results from the family survey, challenges from our self-study which is worked on by staff and school advisory members. The plan is designed to have measurable outcomes and strategies for achieving the outcomes within a stated time frame.

Evidence: *The School Strategic Plan for improvement includes objectives, strategies, and actions steps; a narrative that describes the process the school used to develop the strategic plan;* other evidence (onsite)

Evidence: HNOJ 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.

The plan is:

Valid - It is developed from our work from the self-study year and report.

Connected - The plan contains key challenges from our self-study.

Supported - Stakeholders are informed of the strategic plan and support our initiatives.

Visionary - Several objectives, strategies, and action steps are designed to move us forward in the constant strive for excellence.

Reasonable - There have been many discussions around ensuring we can manage the plan in addition to the day-to-day operations and unplanned initiatives that arise. We also recognize it is a living document that can be updated as needed if the timelines are too aggressive or we can achieve sooner than planned.

Focused - All objectives are designed and selected to improve the learner experience and learning potential.

Evidence: *narration of compliance clearly indicates the strategic plan meets MNSAA's quality expectations in that it is Valid, Connected, Supported, Visionary, Reasonable, and Focused;* other evidence (onsite)

Evidence: HNOJ School Strategic Plan

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.

The school strategic plan is shared with stakeholders through print and electronically. The State of the School report gives annual and ongoing updates. The report is widely distributed in the parish and school community, as well as, to prospective families.

Evidence: *narration of compliance describing the school's process and means for regularly communicating progress achieving improvement initiatives contained in the strategic plan*, other evidence (onsite)

Evidence: HNOJ School Strategic Plan

7.04 EVALUATION OF THE PLAN: The school has a systematic and inclusive process for the review and revision of the strategic plan.

The school strategic plan is reviewed and revised consistently. It is reviewed annually by staff and school advisory members for updates and revisions if needed. The plan is also reported on annually through the Annual Progress Report. Results of the APR review are shared with staff and School Advisory Council.

Evidence: *narrative of compliance describing the school's process for the review and revision of the strategic plan*; other evidence (onsite)

Evidence: HNOJ School Strategic Plan

SUMMARY: SCHOOL STRATEGIC PLAN

Strengths and Recommendations for Growth

Strengths:

- The process of developing the School Strategic Plan is collaborative and comprehensive.
- There is a review and revision process in place and implemented.
- There is ongoing communication on progress of the SSP to stakeholders.

Recommendations for Growth:

- Ensure the current SSP is available online on our secure family website.
- Ensure all parish leadership is aware of the strategic plan and progress.