Self-Study Instrument for Early Childhood Centers

2015 EDITION

National Lutheran School Accreditation Florida-Georgia District Gold

Mission Statement

National Lutheran School Accreditation
encourages, assists, and recognizes
schools that provide quality Christian education
and engage in continuous improvement.

This document highlights in yellow standards that have been augmented from the original NLSA EC accreditation document, or that were added to the original document to be in compliance with Gold Seal standards.

Preface

National Lutheran School Accreditation - Florida-Georgia District Gold is based on an active accreditation model used successfully in the LCMS Pacific Southwest District for nearly a decade. We are grateful that the Pacific Southwest District was willing to share its process with NLSA - **FGDG**. An attempt was made to develop an accreditation process that could be applied equally to all Lutheran early childhood centers serving children from birth through second grade located in every region of the United States.

Accreditation requires that Lutheran early childhood centers evaluate themselves based on national standards. The word "standard" originates from the French word *estendard*, which was the flag of the leader around which his followers rallied. Such a standard raised in battle provided leadership, a goal, and a sense of working together. So it is today. These standards are intended to challenge Lutheran early childhood centers to improve the quality of their programs. They are not meant to reflect what every center is like, but rather to give each center an indication of worthy goals to achieve.

The accreditation process was designed specifically for LCMS early childhood centers and is intended to serve as a measure of the quality of their programs. The self-study process outlined in this document allows a school to thoroughly evaluate its programs and procedures, and then develop a Cumulative Annual Report (CAR) plan for a process of ongoing improvement that will benefit the school in the interest of the children it serves. Accreditation is valid for five (5) years pending submission and acceptance of the Cumulative Annual Report. A Cumulative Annual Report (CAR) is submitted yearly with an action plan for improvements. This report is reviewed by the Team Captain and the District Accreditation Commissioner as well as the FLGA District Office.

Reaccreditation requires application, completion of the Self Study Instrument, a successful team visit (by three or more peer professional reviewers) and a positive recommendation from the Florida-Georgia District Accreditation Commission before the expiration date.

The process is based upon three assumptions. First, a high quality program is required in order to be good stewards of the blessings given by almighty God. Second, each center willingly cooperates with local governmental agencies unless such cooperation inhibits the free sharing of the Gospel. Third, the early childhood center strives to meet and, when possible, exceed all local, state, and federal guidelines related to early childhood education.

We pray that the accreditation process will serve to raise the level of quality in centers choosing to participate in NLSA - **FGDG** . As a result, those centers will better serve the community wherever they are located and have the resulting opportunity to tell many more children about the love of their Savior, Jesus.

Terry L. Schmidt
Director of Schools
The Lutheran Church Missouri Synod

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Florida-Georgia District, LC-MS
NLSA - FGDG

The Self-Study Report Form

GENERAL INFORMATION/SCHOOL PROFILE

School Name/Address:

Sponsoring Congregation(s):

School Administrator(s):

 Pastor(s):

Attach a list of all steering and subcommittee members, indicating whether teachers, parents, etc.
Attach a copy of your most recent LCMS school statistics report.
Identify any agencies currently accrediting your school:

COMMUNITY
1. Describe significant information/factors that affect your school, its population, and environment. Pay particular attention to how these factors have changed since your initial accreditation.

ENROLLMENT
1. Total current school enrollment.

2. Review your responses on the statistics report to the number of students per age group, students' church membership and students' race, then discuss any features of your current enrollment that reveal significant or unusual information. Note how they have changed in the past three years.

3. List the projected enrollment for each of the next three years and basis for the projections.

4. How many children are there in families who are members of the congregation(s)?

Age	Total
0	
1	
2	
3	
4	
5	
6	
7	

5. Comment on the number of eligible congregation children enrolled and the number of children not able to be enrolled due to space limitations. Discuss any significant or unusual features about this information and how it has changed in the past six years.

STAFF

This section may be arranged so each of these criteria are listed for each individual teacher, rather than on five different lists.

List all part and full-time staff members and credentials (degrees and or specific training) qualifying them for their position.

1. Academic credit and continuing education units earned over last six years:

Faculty Member	Course	Institution	Undergraduate Hours	Graduate Hours	College Degree Held, if any

2. Teaching or school administration experience: *(List the most recent experience in another school first.)*

Faculty Member	Location	School Name	Dates

3. Current participation in congregational activities:

Faculty Member	Responsibility	Participation

4. Current membership in professional organizations and current teaching certificates held:

Faculty Member	Organizations	Certificates

5. Support staff members (secretary, bus driver, child care, etc.):

Name	Function	Hours per week	Years at School	Remuneration

The School Is Driven by Its Christian Mission.

Section 1-A. Philosophy

CRITERION

An early childhood program philosophy is a simple statement of beliefs and reflects every aspect of the program. It is the basic section upon which an evaluation rests. The entire staff needs to be involved in the formation and review of the philosophy.

   The statement should be very brief and simple. It is cooperatively developed so that it becomes the philosophy of the early childhood program. The program must perform to complement the center's goals and is the interpretation of those goals. Often as an early childhood staff works through its evaluation, visions are expanded and educational horizons are widened.

   Documentation for meeting this criterion:
   1. Attach the early childhood program's philosophy.
   2. Comment on communication of the statement to others.
   3. Provide a copy of documents where the philosophy is stated: i.e., handbook, brochure.

OVERVIEW:

List significant changes that have been made by your school in this area during its previous accreditation cycle.

Compliance with NLSA - FGDG Standards

Indicate whether or not the school meets the required indicators of success by circling **Yes** or **No**.

Required Indicator of Success:

   YES   NO *1:01 The written philosophy is Bible-based and reflects a Christ-centered approach to learning.

General Indicators of Success:

General Indicators of Success help the school quantify its compliance with the Required Standard. Evaluate your school's compliance with each General Indicator of Success using the criterion defined below. In the "Comments" section related to that indicator, specify how your school falls short of full compliance for any indicator marked less than "Met in Full."

   Met in Full—The indicator of success has been completely accomplished by the school. It is verifiable through evidence and documentation.

Evaluate your center's level of implementation for each of the General Indicators of Success, total your points, and explain your responses in the comment section. Comments must be given for every indicator no matter what the rating.

1:02 The statement of philosophy has been formally approved and/or adopted by the congregation.
   ___Met in Full (3)   Not Presently Met (0)   _____

Documentation:

1:03 The philosophy is rooted in Holy Scripture.
___Met in Full (3) _____Not Presently Met (0) _____
Documentation:

1:04 The statement reflects a developmental approach to learning.
___Met in Full (3) _____Not Presently Met (0) _____
Documentation:

1:05 The statement of philosophy includes reference to the spiritual, social, emotional, cognitive and physical development of young children.
___Met in Full (3) _____Not Presently Met (0) _____
Documentation:

1:06 The statement of philosophy addresses the importance of play in the early childhood program.
___Met in Full (3) _____Not Presently Met (0) _____
Documentation:

1:07 The school reviews its philosophy periodically and revises as needed.
___Met in Full (3) _____Not Presently Met (0) _____
Documentation:

1:08 The school's philosophy is communicated effectively to staff, parents, students, and operating congregation(s).
___Met in Full (3) _____Not Presently Met (0) _____
Documentation:

ANSWER THE FOLLOWING QUESTIONS:

A. Are all Required Indicators of Success complete and available for review? _____

B. Have you provided comments of explanation or proposed actions to meet any of the GENERAL Indicators of Success that are not fully met?

Section 1-B. Mission and Ministry

CRITERION

The Lutheran early childhood program must be an integral part of the congregation's ministry to young children and their families. As such, it concerns itself with the ministry of the whole church in order to fulfill its purpose as a Christ-centered early childhood program.

The command of God is made clear to us in Matthew 28:19-20 (NIV): "Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you."

Mission outreach is an essential part of early childhood programs. Many children who attend a Lutheran early childhood center have never heard of Jesus. Their families are unchurched, fringe members of a Lutheran church, or members of other denominations. For many families, the early childhood program becomes the only contact with a Christian environment. These families are receptive to involvement in parent education, special church services, and center activities. The pastor and the early childhood staff minister to families on a daily basis as well as in times of need. The early childhood program provides the opportunity to witness our love of Christ and build a strong Christ-centered relationship with families who are members of the congregation as they grow in their relationship to their Savior.

It is important that the congregation has ownership of the early childhood program as it carries out God's command of ministry to meet the needs of families.

Documentation for meeting this criterion:

1. Attach a statement of your congregation's mission and ministry statement.
2. Attach a copy of the mission and ministry statement for your early childhood program.
3. List or describe how the statement is communicated to the congregation, governing authorities, parents, and staff.
4. Describe how the mission and ministry statement is implemented by the governing authorities, parents, congregation, and staff.

OVERVIEW:

List significant changes that have been made by your school in this area during its previous accreditation cycle.

Compliance with NLSA - FGDG Standards

Indicate whether or not the school meets the required indicators of success by circling **Yes** or **No**.

Required Indicator of Success:

YES   NO *1:09 The early childhood program has a mission and ministry statement designed specifically for the center that reflects the congregational mission and ministry statement.

General Indicators of Success:

General Indicators of Success help the school quantify its compliance with the Required Standard. Evaluate your school's compliance with each General Indicator of Success using the criterion defined below. In the "Comments" section related to that indicator, specify how your school falls short of full compliance for any indicator marked less than "Met in Full."

Met in Full—The indicator of success has been completely accomplished by the school. It is verifiable through evidence and documentation.

Evaluate your center's level of implementation for each of the General Indicators of Success, total your points, and explain your responses in the comment section. Explanations must be given for every indicator no matter what the rating.

1:10 The mission and ministry statement of the center is communicated to the congregation as well as to the early childhood staff and parents.

___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

1:11 The mission and ministry statement is evaluated annually by congregation leaders and the early childhood administration.

___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

1:12 The congregation becomes involved in the early childhood program in a variety of ways.

___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

1:13 The operation of the early childhood program is part of the mission and ministry of the congregation and is clearly communicated to the congregation and community. There is a mutually benefiting

relationship between the school, the congregation and the community.

   ___Met in Full (3)   ____Not Presently Met (0)   _____

   Documentation:

ANSWER THE FOLLOWING QUESTIONS:

A. Are all Required Indicators of Success complete and evidence available for review? _____

B. What is your point total for both subsections in Standard 1? _____

C. Does your total for the GENERAL Indicators of Success exceed the minimum of 29 points? _____

D. Have you provided comments of explanation or proposed actions to meet any of the GENERAL Indicators of Success that are not fully met?

The School Demonstrates its Christian
Mission through Relationships with Congregation,
Community, Staff, Students, and Families

Section 2-A. Home/Parent Relationships

CRITERION

Ministry in the Lutheran early childhood program is directed toward young children and their families. Parents are the first and foremost educators of their children. The goal of the early childhood program has strategies for working with the family through effective communication, active parent involvement and parent education.

Documentation for meeting this criterion:

1. Include a list of parent education programs presented during the past 12 months.
2. Attach examples of written communication with parents. Include a newsletter and some notes to parents.
3. List special programs for families: i.e., Christmas service, Mothers' Tea, etc.
4. Attach parent questionnaire summary.
5. Submit a copy of your written parent school evaluation tool or instrument.

OVERVIEW:

List significant changes that have been made by your school in this area during its previous accreditation cycle.

Compliance with NLSA-FGDG Standards

Indicate whether or not the school meets the required indicators of success by circling **Yes** or **No**.

Required Indicators of Success:

YES   NO *2:01 A statement of nondiscrimination is evident in school printed materials and assures
that students are admitted without regard to race, color, or national origin.

YES   NO *2:02 Staff and parents communicate regularly to be partners in Christian education.

YES   NO *2:03 The program establishes relationships with and uses resources of the children's
communities to support the achievement of program goals.

General Indicators of Success:

General Indicators of Success help the school quantify its compliance with the Required Standard. Evaluate your school's compliance with each General Indicator of Success using the criterion defined below. In the "Comments" section related to that indicator, specify how your school falls short of full compliance for any indicator marked less than "Met in Full."

Met in Full—The indicator of success has been completely accomplished by the school. It is verifiable through success.

Evaluate the level of implementation for each of the General Indicators of Success, total your points, and explain your responses in the comment section. Comments must be given for every indicator no matter what the rating.

2:04   The school provides a variety of parent growth opportunities.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

2:05   The school uses orientation methods for new families.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

2:06   The school uses effective communication to convey center activities.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

2:07   Parents are welcome as visitors.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

2:08   Parents are given opportunities to volunteer and support the school.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

2:09   Parents are asked to evaluate the program based on purpose, goals, and objectives.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

2:10   Teachers communicate regularly with parents about any physical, cognitive, social or emotional changes observed in their children, ==and if needed an individual education plan is formulated for children with special needs.==
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

2:11   All communication regarding a student is kept confidential.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

2:12   Parent/teacher conferences are held once each year and additionally as needed or requested.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

2:13   Parents are provided with opportunities to be included and involved in the church community.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

2:14   Books, tapes, or other resources are available to families to further the faith development of young children in the home.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

2:15   Parents are informed of the curriculum, yearly calendar, themes, and special monthly activities.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

2:16   Teachers provide unit topics/themes, objectives, and lesson plans on a daily or weekly basis.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

2:17   Written information is given to parents in a handbook or other publications, that include:
- a. philosophy and ministry and mission statements;
- b. payments, refunds, discounts or other costs;
- c. hours of operation, holidays, scheduled closing, school calendar;
- d. how discipline is handled;
- e. emergency plans of the center;
- f. nondiscrimination statement;
- g. other information as mandated by state or local governing agencies.

    ___Met in Full (3)   ___Not Presently Met (0)   _____

    Documentation:

2:18   Teachers and parents form a partnership to establish and maintain two-way communication to ensure that children's needs are met throughout the day.

    ___Met in Full (3)   ___Not Presently Met (0)   _____

    Documentation:

ANSWER THE FOLLOWING QUESTIONS:

A. Are all Required Indicators of Success complete and evidence available for review? _____

B. Have you provided comments of explanation or proposed actions to meet any of the GENERAL Indicators of Success that are not fully met?

Section 2-B. Congregational Relationships

CRITERION

As already stated in the section Mission and Ministry, the Lutheran early childhood program must be an integral part of the congregation's ministry to young children and their families. The early childhood program commits itself to participate in the ministry of the whole church in order to fulfill its purpose as a Christ-centered early childhood program. The administrator/director is viewed as an integral part of the ministry team of the church.

The early childhood program, therefore, has opportunities to strengthen relationships with its local congregation and community. This means the administration also supports and participates in appropriate activities within its LCMS district and The Lutheran Church—Missouri Synod.

Documentation for meeting this criterion:

1. Describe the evangelism program used by the congregation with the early childhood families.
2. List the ways the children and their families participate in congregational activities and ministries.
3. List the ways the congregation participates in the activities and ministries of the center.
4. Attach current budget for the congregation and the program.
5. List the ways the director, as one of the professional leaders of the congregation, functions as a member of the administrative team.
6. Attach pastor questionnaire.
7. List ways the congregation supports the early childhood program.

OVERVIEW:

List significant changes that have been made by your school in this area during its previous accreditation cycle.

Compliance with NLSA - FGDG Standards

Indicate whether or not the school meets the required indicators of success by circling **Yes** or **No**.

Required Indicators of Success:

YES   NO *2:19 The school is operated by one or more congregations of The Lutheran Church—Missouri Synod or maintains an active RSO status with the Synod.

YES   NO *2:20 The school provides opportunities for congregational involvement to promote its mission and ministry.

Evaluate the level of implementation for each of the General Indicators of Success, total your points, and explain your responses in the comment section. Comments must be given for every indicator no matter what the rating.

2:21   Early childhood families are made aware of programs and activities of the church.
___Met in Full (3)   ___Not Presently Met (0)   _____
Comments:

2:22   The early childhood staff participates in various activities of the congregation.
___Met in Full (3)   ___Not Presently Met (0)   _____
Comments:

2:23   All individuals employed by the center are actively involved in worship and congregational life in their parish.
___Met in Full (3)   ___Not Presently Met (0)   _____
Comments:

2:24   The congregation(s) provides spiritual support for the center and its students.
___Met in Full (3)   ___Not Presently Met (0)   _____

Comments:

2:25 The congregation provides financial support for the center.
___Met in Full (3) ___Not Presently Met (0) _____
Comments:

2:26 The congregation has a plan for financial assistance to families with limited financial resources.
___Met in Full (3) ___Not Presently Met (0) _____
Comments:

2:27 The pastor and/or administrative head, where applicable, is visible in the center and provides spiritual guidance.
___Met in Full (3) ___Not Presently Met (0) _____
Comments:

2:28 A team ministry exists between the pastor and other staff, supporting each other spiritually, personally and professionally.
___Met in Full (3) ___Not Presently Met (0) _____
Comments:

2:29 The center has and effectively implements an evangelism plan for families with children in the center who do not have an identified church home or attend church regularly.
___Met in Full (3) ___Not Presently Met (0) _____
Comments:

2:30 The center provides age-appropriate chapel services for young children to foster faith development regularly.
___Met in Full (3) ___Not Presently Met (0) _____
Comments:

2:31 The pastor participates in scheduled early childhood center programs.
___Met in Full (3) ___Not Presently Met (0) _____
Comments:

2:32 The pastor expands his knowledge of early childhood to become better able to communicate with young children both personally and professionally.
___Met in Full (3) ___Not Presently Met (0) _____
Comments:

ANSWER THE FOLLOWING QUESTIONS:

A. Are all Required Indicators of Success in Standard areas 2A and 2B complete and evidence available for review?
_____

B. What is your point total for both subsections in Standard 2A and 2B? _____

C. Does your total for the GENERAL Indicators of Success in Sections 2A and 2B exceed the minimum of 70 points?
_____

D. Have you provided comments of explanation or proposed actions to meet any of the GENERAL Indicators of Success that are not fully met?

_____

Section 2-C. *(may be omitted for free-standing center.)*
Elementary School To Early Childhood Center

(To be completed if your school includes grade levels above Kindergarten.)

CRITERION

Lutheran schools include early childhood through eighth grade and, in some cases, high school. If congregations operate Lutheran schools that include early childhood plus additional grade levels, the school is to be considered one entity. All aspects of the operation include and apply to all levels.

Thus there is to be a close connection between the early childhood level and additional levels of the school even though there are, in most cases two administrators. The early childhood director and school principal must work together closely to carry out the "one school" vision. This connection is important for the Lutheran school to effectively carry out its role as part of the mission and ministry of the congregation.

Documentation for meeting this criterion:

1. Provide a list of your parent education programs and activities. Indicate those that are intended for parents from all levels.
2. List the dates of the meetings of director and principal as well as the staff meetings that include all levels.
3. Attach examples and comment on the ways the common mission ("one school" mindset) is shown to the staff, school, church, and community-at-large.

OVERVIEW:

List significant changes that have been made by your school in this area during its previous accreditation cycle.

Compliance with NLSA - FGDG Standards

Indicate whether or not the school meets the required indicators of success by circling **Yes** or **No**.

Required Indicator of Success:

YES   NO *2:33 The school's mission and ministry statement reflects a unified school.

Evaluate the level of implementation for each of the General Indicators of Success, total your points, and explain your responses in the comment section. Comments must be given for every indicator no matter what the rating.

2:34   Combined educational programs and/or activities are planned annually for all age groups.
___Met in Full (3)   ____Not Presently Met (0)   _____
Comments:

2:35   The governing authority of the school(s) should include representation from both educational levels and maintain a unified school ministry.
___Met in Full (3)   ____Not Presently Met (0)   _____
Comments:

2:36   The director and elementary school's administrative head meet regularly to coordinate all aspects of the school ministry.
___Met in Full (3)   ____Not Presently Met (0)   _____
Comments:

2:37   Joint staff activities are planned annually for all staff.
___Met in Full (3)   ____Not Presently Met (0)   _____
Comments:

2:38   The early childhood and kindergarten teachers work together and share information regarding student's readiness and indicators for school success (e.g. screenings, records, portfolios, assessments, etc.)

    ___Met in Full (3)   ___Not Presently Met (0)   _____

    Comments:

2:39   The kindergarten and early childhood center work cooperatively to provide a smooth transition for students and parents.

    ___Met in Full (3)   ___Not Presently Met (0)   _____

    Comments:

2:40   School criteria for student placement has been defined and agreed upon and is shared with parents.

    ___Met in Full (3)   ___Not Presently Met (0)   _____

    Comments:

Point totals may be determined independently from Sections 2-A and 2B for centers completing Subsection 2-C

ANSWER THE FOLLOWING QUESTIONS:

A. Are all Required Indicators of Success complete and evidence available for review? _____

B. What is your point total for Sub-section 2C _____

C. Does your total for the GENERAL Indicators of Success in Sub-section 2C exceed the minimum of 18 points? _____

D. Have you provided comments of explanation or proposed actions to meet any of the GENERAL Indicators of Success that are not fully met? _____

The School Is Governed and Administered Effectively According to Written Policy.

Section 3-A. The Early Childhood Governing Authority.

CRITERION

Quality care and Christ-centered education of young children conducted in a warm and loving environment are the direct results of effective administration.

The governing authority is responsible for providing for the efficient management and operation of the early childhood program. The governing authority develops policies; sets goals; solves problems; works with, supports and supervises the director; and serves as an advocate for the early childhood program.

Goals of effective administration include good communication, positive congregation/parent/staff relations, financial stability, curriculum and care and concern for staffing needs.

Documentation for meeting this criterion:
1. Provide a diagram of the governing structure of the early childhood center.
2. List the major decisions the governing authority has made for the early childhood program within the past two years.
3. Provide a copy of the governing authority handbook at the time of the validators' visit.
4. Attach a copy of the governing authority minutes from the past three meetings.
5. Attach a copy of the short- and long-range goals for the program.
6. Attach a copy of an evaluation form used for the director.
7. Attach a copy of the Administrative Head Questionnaire if applicable.

OVERVIEW:

List significant changes that have been made by your school in this area during its previous accreditation cycle.

Compliance with NLSA - FGDG Standards

Indicate whether or not the school meets the required indicators of success by circling **Yes** or **No**.

Required Indicators of Success:

Indicate whether or not the school meets the required indicators of success by circling **Yes** or **No**.

YES   NO   *3:01   The operating organization designates the governing authority and has written policies clearly defining lines of governing authority, responsibilities, limitations of the governing authority and membership.

YES   NO   *3:02   The governing authority establishes written policies or administrative limitations that empower the administration in operating the school.

General Indicators of Success:

General Indicators of Success help the school quantify its compliance with the Required Standard. Evaluate your school's compliance with each General Indicator of Success using the criterion defined below. In the "Comments" section related to that indicator, specify how your school falls short of full compliance for any indicator marked less than "Met in Full."

Met in Full—The indicator of success has been completely accomplished by the school. It is verifiable through evidence and documentation.

Evaluate the level of implementation for each of the General Indicators of Success, total your points, and explain your responses in the comment section. Comments must be given for every indicator no matter what the rating.

3:03   The governing authority has clearly defined policies regarding open attendance at meetings and executive sessions.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:04   There is no conflict of interest between members of the governing authority and the early childhood staff
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:05   The governing authority meets regularly and minutes are kept for each meeting.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:06   Governance policies are determined at official meetings and recorded in the minutes.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:07   Governing authority policies are collected into a policy manual, separate from the minutes.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:08   The governing authority makes appropriate reports to the operating organization(s).
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:09   The governing authority provides grievance and due-process resolution procedures in writing to staff and parents.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:10   The governing authority has adopted comprehensive job descriptions for the director and staff.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:11   The governing authority receives reports from the director at each meeting.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:12   The governing authority provides for the annual evaluation of the director based on job description.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:13   The governing authority has written policies or position descriptions clearly delineating relationships with the director, head administrator, and pastor(s), if appropriate.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:14   The governing authority has approved a process for the supervision and evaluation of teachers that is implemented by the director on a regular basis.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:15   The governing authority provides opportunities for professional growth for all staff ==through tuition reimbursement or financial assistance.==
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:16   The governing authority establishes written short and long-range goals for the early childhood program to ==effectively== implement the program's vision and mission.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:17   The governing authority has a process in place for evaluating the effectiveness of the school.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:18   The governing authority provides adequate time for the director to perform administrative duties. If the director is teaching, adequate release time is provided for administrative duties.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:19   The governing authority members actively serve as advocates for the early childhood program.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:20   The governing authority establishes policies that provide for sound annual budget ==planning and quarterly reconciliation of expenses to budget.==
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:21   The governing authority has in place a needs assessment process integral to school-wide systematic planning.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:22   The governing authority has established process policies that set forth the style and rules by which the governing authority will complete its tasks and processes. (Note: In Policy Based Governance.)
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:23   Neither the governing authority nor its individual members involve themselves in the day-to-day operations management of the organization.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:24   The governing authority monitors itself for adherence to policies.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:25   The governing authority provides a benefit ==package including paid leave (annual, sick, and personal) medical insurance, and retirement for full-time workers and fair compensation packages for all employees as required by state and federal regulations.   Benefits for part-time staff are available on a prorated basis.==
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:26   School administration is responsible to coordinate its financial plan with the operating congregation's financial plan.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:27   School administration monitors sources of Income and expenditures that reflect the school philosophy and promote student growth.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:28   Salaries and remuneration reflect the current district recommended salary scale and salaries are reviewed annually.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:29   School provides staff with a lounge or separate break area and staff bathrooms; staff have ways of taking breaks and finding relief at times of high stress.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:30   Teachers are provided weekly paid planning time, away from responsibility of children.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:31   The Governing authority insures that adequate liability insurance as well as accident coverage for staff and children are maintained.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

ANSWER THE FOLLOWING QUESTIONS:

A. Are all Required Indicators of Success for Section 3-A complete and evidence available for review? _____

B. Have you provided comments of explanation or proposed actions to meet any of the GENERAL Indicators of Success that are not fully met?

Section 3-B. The Early Childhood Director

CRITERION

The administrator/director is the key person in achieving the purpose of the early childhood education program with Christian distinctiveness and developmental appropriateness. She/he is responsible for the day-to-day operation of the early childhood center. An effective administrator understands the mission and ministry of the congregation.

Documentation for meeting this criterion:
1. Attach the administrator's completed profile form. Include copies of transcripts, diplomas, and proof of professional organization membership.
2. Attach a job description for the administrator.
3. Attach an administrator's evaluation form used by the staff.
4. Summarize the ways the administrator uses leadership skills in the congregation, community, and professional organizations.
5. Provide a copy of the most recent statistical report submitted to the district office.

OVERVIEW:

List significant changes that have been made by your school in this area during its previous accreditation cycle.

Compliance with NLSA - FGDG Standards

Indicate whether or not the school meets the required indicators of success by circling **Yes** or **No**.

Required Indicators of Success:

Indicate whether or not the school meets the required indicators of success by circling **Yes** or **No**.

    YES   NO *3:32 The director demonstrates a personal Christian faith, a commitment to Lutheran education, and a dedication to the teaching ministry of the governing authority.

    YES   NO *3:33 The director implements policies and procedures to promote stable personnel, fiscal, and program management.

General Indicators of Success:

General Indicators of Success help the school quantify its compliance with the Required Standard. Evaluate your school's compliance with each General Indicator of Success using the criterion defined below. In the "Comments" section related to that indicator, specify how your school falls short of full compliance for any indicator marked less than "Met in Full."

    Met in Full—The indicator of success has been completely accomplished by the school. It is verifiable through evidence and documentation.

Evaluate the level of implementation for each of the General Indicators of Success, total your points, and explain your responses in the comment section. Comments must be given for every indicator no matter what the rating.

3:34   The director's personal profile and qualifications fulfill the job description requirements, which includes a minimum age of 21.
    ___Met in Full (3)   ___Not Presently Met (0)   _____
    Documentation:

3:35   The director has at least a bachelor's degree, with no less than 18 semester hours in early childhood education, or is actively working toward accomplishing this requirement.
    ___Met in Full (3)   ___Not Presently Met (0)   _____
    Documentation:

3:36   The director completes at least 24 hours of job-related continuing education each year.
    ___Met in Full (3)   ___Not Presently Met (0)   _____
    Documentation:

3:37   The director participates in district-sponsored conferences and events and seeks ways to grow professionally.
    ___Met in Full (3)   ___Not Presently Met (0)   _____
    Documentation:

3:38   The director supplies information and statistics to district and Synod as requested.
    ___Met in Full (3)   ___Not Presently Met (0)   _____
    Documentation:

3:39   The director is a member of at least one professional organization and keeps current with early childhood education.
    ___Met in Full (3)   ___Not Presently Met (0)   _____
    Documentation:

3:40   The director is involved in the educational ministry of the supporting congregation and assists when necessary.
    ___Met in Full (3)   ___Not Presently Met (0)   _____
    Documentation:

3:41   The director networks with other administrators regularly.
    ___Met in Full (3)   ___Not Presently Met (0)   _____
    Documentation:

3:42   Levels of responsibility and accountability are clearly defined for all support staff (secretarial, maintenance, cafeteria, transportation, etc.) when applicable.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:43   The director consults regularly with pastor(s) and teachers individually and collectively.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:44   The director provides an ongoing program of staff supervision that includes a formal written evaluation for each staff member based upon job descriptions.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:45   The director implements and/or initiates the policies and decisions of the governing authority. This may be together with the administrative head where applicable.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:46   The director ensures that accurate, confidential files for each staff person and child are kept in an organized manner in accordance with licensing regulations.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:47   The director provides leadership in establishing developmentally appropriate curriculum and resources.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:48   The director provides opportunities for professional development of staff in accordance with governing authority policy.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:49   The director provides adequate orientation and training for new staff and substitutes in the following areas
_____ goals and philosophy
_____ emergency health and safety procedures
_____ individual needs of assigned children
_____ guidance and classroom management techniques
_____ child abuse and neglect reporting procedures
_____ planned daily activities of the program
_____ expectations for ethical conduct

___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:50   The director manages the approved budget and finances according to the clearly defined responsibilities and limitations set forth by the governing authority.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:51   The director provides spiritual leadership for the school community and strives to connect the school to its congregation.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:52   The director reviews all public relations and printed materials concerning the center.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:53   The director plans and implements a health and safety program that includes the necessary state requirements.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:54   The director limits group size appropriate for the age and level of the students and ensures optimal student growth. The limits set forth below are in effect in _____ (state the number of classrooms).

Ratios and group sizes shall be assessed during the site visit and are strongly recommended; however, they are not required criterion for accreditation.

RECOMMENDED STAFF/CHILD RATIOS
WITHIN A SPECIFIED GROUP

	Maximum	Group size
Infants (birth to 12 mos.)	1:4	8
Toddlers (12 to 24 mos.)	1:4	12
2-year-olds (to 30 mos.)	1:6	12
2-1/2-year-olds (to 36 mos.)	1:7	14
3-year-olds	1:10	20
4-year-olds	1:10	20
5-year-olds	1:10	20

___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:55   The director compiles appropriate policies, procedures and practices communication to staff and parents through handbooks/manuals.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

3:56   The director admits students according to established written admission criteria.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

ANSWER THE FOLLOWING QUESTIONS:

A. Are all Required Indicators of Success in Standard areas 3-A and 3-B complete and evidence available for review? _____

B. What is your point total for both subsections in Standard 3-A and 3-B? _____

C. Does your total for the GENERAL Indicators of Success in Sections 3-A and 3-B exceed the minimum of 133 points? _____

D. Have you provided comments of explanation or proposed actions to meet any of the GENERAL Indicators of Success that are not fully met?

_____

A Qualified and Competent

Christian Staff Serves the Center

CRITERION

A qualified and competent Christian staff is essential to a quality Lutheran early childhood program. The performance of the instructional, administrative, and auxiliary personnel functioning as a unit reflects the characteristics of the stated philosophy of the early childhood program.

Documentation for meeting this criterion:
1. Attach complete staff profiles (included with your packet).
2. Submit a profile of each class, showing the adult/child ratio, the age and number of children, and the number of adults.
3. Attach a schedule of staff meetings and three meeting agendas.
4. Describe new staff orientation.
5. Attach copies of job descriptions, personnel policies, calls or contract agreements.
6. Provide a copy of the current salary and benefit scale. List benefits paid to staff such as vacation, sick leave, etc.
7. Attach in-service training program/schedule provided by the center in the last 12 months.
8. Attach staff school climate summary.
9. Submit a copy of the employee handbook.

OVERVIEW:

List significant changes that have been made by your school in this area during its previous accreditation cycle.

Compliance with NLSA-FGDG Standards

Indicate whether or not the school meets the required indicators of success by circling **Yes** or **No**.

Required Indicators of Success:

Indicate whether or not the school meets the required indicators of success by circling **Yes** or **No**.

YES   NO   *4:01   The program employs and supports a teaching staff that has the educational qualifications, knowledge, professional and Christian commitment necessary to promote children's learning and development

YES   NO   *4:02   All teachers demonstrate agreement with the stated school mission.

General Indicators of Success:

General Indicators of Success help the school quantify its compliance with the Required Standard. Evaluate your school's compliance with each General Indicator of Success using the criterion defined below. In the "Comments" section related to that indicator, specify how your school falls short of full compliance for any indicator marked less than "Met in Full."

Met in Full—The indicator of success has been completely accomplished by the school. It is verifiable through

evidence and documentation.

Evaluate the level of implementation for each of the General Indicators of Success, total your points, and explain your responses in the comment section. Comments must be given for every indicator no matter what the rating.

4:03   All Lead Teachers must

___have a minimum of CDA or state recognized equivalent
(Equivalency to CDA = a minimum of 12 college credits in ECE, and the teacher has or is working toward an Associate or Bachelor's Degree in ECE.)
___ be at least 18 years of age.

___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

4:04   Each staff member attends regularly scheduled meetings, workshops, conferences, seminars and training appropriate to their position.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

4:05   Administration and staff plan and consult together frequently about the program, children and families.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

4:06   Directors and all staff must have at least 30 clock hours of job-related continuing education in the first year of employment.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

4:07   Directors and all staff must have at least 24 clock hours of continuing education each year after their first year.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

4:08   Professional development experiences should be credit bearing whenever possible.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

4:09   Each teacher has responsibility for developing relationships with a specific group of children.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

4:10   Each teacher is a member of an early childhood professional organization.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

4:11   Each staff member demonstrates a personal relationship with Jesus Christ and a commitment to the mission and ministry of the school.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

4:12   All staff members adhere to a biblically based code of ethical behavior that has been developed and approved by the congregation.
___ Staff members seek out and acknowledge each other's ideas and opinions.
___ Staff members provide appropriate support for each other skills and accomplishments.
___ Staff members provide appropriate support for each other dealing with stress.
___ Staff members respect each other's right to confidentiality.
___ Staff members communicate with each other to ensure smooth operations

___Met in Full (3) ___Not Presently Met (0)   _____
Documentation:

4:13   All staff members comply with the state's health and safety requirements such as certificates in first aid and pediatric CPR.
___Met in Full (3) ___Not Presently Met (0)   _____
Documentation:

4:14   All adults interacting with children have met the state's requirements regarding criminal record checks and are free from any history of substantiated child abuse, neglect, or physical and psychological conditions that might adversely affect a child's heath.
___Met in Full (3) ___Not Presently Met (0)   _____
Documentation:

4:15   All staff meet all applicable local and state regulatory requirements and maintain documentation related to these requirements including in-service training.
___Met in Full (3) ___Not Presently Met (0)   _____
Documentation:

4:16   All staff members complete an annual school climate survey.
___Met in Full (3) ___Not Presently Met (0)   _____
Documentation:

4:17   All Associate Teachers, and Assistant Teaching Staff must have a minimum High School diploma or GED and be at least 18 years of age. The associate teacher must be working the minimum licensing requirement hours (minimum of 30 hours)
___Met in Full (3) ___Not Presently Met (0)   _____
Documentation:

4:18   Early Childhood specialists must have a baccalaureate degree in Early Childhood education/child development and at least 3 years of fulltime teaching experience with young children and/or a graduate degree in early childhood education/child development.
___Met in Full (3) ___Not Presently Met (0)   _____
Documentation:

ANSWER THE FOLLOWING QUESTIONS:

A. Are all Required Indicators of Success in Standard areas 4 complete and evidence available for review?
_____

B. What is your point total for both subsections in Standard 4 ? _____

C. Does your total for the GENERAL Indicators of Success in Sections 4 exceed the minimum of 41 points?
_____

D. Have you provided comments of explanation or proposed actions to meet any of the GENERAL Indicators of Success that are not fully met?

Standard 5
Teacher/Child Relations:

Teachers and Staff Members Relate Appropriately and Effectively with All Children.

CRITERION

The Lutheran early childhood center is more than a gathering of individuals. It is a community of people, redeemed by God through Jesus Christ, in which all are affirmed because of their forgiveness through Him. Christ's love motivates us to develop a warm and loving atmosphere in which each person in the early childhood program may experience his/her own individuality in relationship to others.

The staff recognizes and provides opportunities for young children to develop an understanding of self and others. These interactions are characterized by warmth, personal respect, individuality, positive support and responsiveness.

Documentation for meeting this criterion:
1. Submit a copy of the early childhood discipline policy.

OVERVIEW:

List significant changes that have been made by your school in this area during its previous accreditation cycle.

Compliance with NLSA Standards

Indicate whether or not the school meets the required indicators of success by circling **Yes** or **No**.

Required Indicator of Success:

Indicate whether or not the school meets the required indicator of success by circling **Yes** or **No**.

YES   NO   *5:01   The program promotes positive Christ-centered relationships among all children and adults.

General Indicators of Success:

General Indicators of Success help the school quantify its compliance with the Required Standard. Evaluate your school's compliance with each General Indicator of Success using the criterion defined below. In the "Comments" section related to that indicator, specify how your school falls short of full compliance for any indicator marked less than "Met in Full."

Met in Full—The indicator of success has been completely accomplished by the school. It is verifiable through

Evaluate the level of implementation for each of the General Indicators of Success, total your points, and explain your responses in the comment section. Comments must be given for every indicator no matter what the rating.

5:02   Staff members treat adults and children with dignity, respect and interest throughout the day.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

5:03   Staff members initiate activities and discussions that build positive, Christ-centered self-identity, and respect and acceptance of others.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

5:04   Staff members encourage children to become self-reliant in routine activities.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

5:05   Staff members get down to the children's level, listening and responding to children's conversation, and encouraging them to use language.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

5:06   Personnel use the following types of discipline:
        _____ positive suggestions
        _____ encouragement
        _____ redirection of activities
        _____ discussion of feelings
        _____ logical consequences of behavior
        _____ guide and direct children who hurt or bully to learn and follow classroom rules
        _____ help children to develop conflict resolution skills (describe problems and attempt alternative solutions)
        _____ regulate behavior by setting clear limits and applying them consistently.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

5:07   Staff members follow the established written procedure for protecting student's personal rights. Students are free from:
        _____ corporal or unusual punishment
        _____ infliction of pain
        _____ placed in any restraining device (except a supportive restraint approved in advance by parents)
        _____ humiliation
        _____ hostile threats
        _____ intimidation
        _____ coercion
        _____ mental abuse
        _____ other actions of punitive nature including but not limited to interference with daily living functions (including eating, sleeping, or toileting; or withholding of shelter, clothing, medication, or aids to physical functioning)
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

5:08   Staff members follow school's established, written procedure for handling misbehaviors, including possible punishment that incorporates provision for the due process rights of the students.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

5:09   Teachers provide a warm, friendly environment that is conducive to the total development of happy young children.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

5:10   All staff members provide empathy, comfort, kindness, patience, and care to distressed, sad and crying children.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

5:11   All staff members support and help parents and children with separation anxiety.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

5:12   Teachers provide children of both sexes equal opportunity to participate in all activities.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

5:13   Teachers model and promote positive social interaction in the classroom.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

5:14   Teachers assess the needs of children and when necessary, involve appropriate community resources.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

5:15   Teachers prepare an appropriate learning environment to support the needs of the individual child.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

5:16   Teachers provide care which accepts, respects and incorporates the family's culture, practices and language.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

5:17   Teachers encourage children to use words to solve problems when dealing with emotions of themselves or others.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

5:18   Teachers engage children in meaningful conversation at meal times and throughout the day.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

5:19   All staff members verbally share their faith in Jesus with young children.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

Infant/Toddler Section

If your preschool includes infants/toddlers, you must evaluate the following four indicators.

5:20   Teaching staff engages infants and toddlers in frequent, face-to-face social interactions throughout the day.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

5:21   Teachers talk, coo, repeat infant sounds, and sing as well as smile, touch and hold.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

5:22   Teaching staff provides one-to-one attention to infants and toddlers when engaging in care-giving routines.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

5:23   Staff members quickly respond to infants, toddlers and two's cries or other signs of distress.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

ANSWER THE FOLLOWING QUESTIONS:

A. Are all Required Indicators of Success in Standard areas 5 complete and evidence available for review? _____

B. What is your point total for both subsections in Standard 5 ? _____

C. If your total for Section 5 <u>excludes</u> Infant/Toddler indicators does the total number exceed the minimum requirement of 46 points?

   _____

D. If your total for Section 5 includes Infant/Toddler indicators does the total number exceed the minimum requirement of 57 points?_____

E. Have you provided comments of explanation or proposed actions to meet any of the GENERAL Indicators of Success that are not fully met?

   _____

The Center Maintains a Safe and Healthy Environment that Supports Student Learning.

CRITERION

The building, grounds and equipment provide a developmentally appropriate environment in which young children work, play, explore and learn. These contribute important ways of optimum quality teaching and learning.

If the early childhood facility is shared with other congregational programs, it is important that guidelines are carefully developed between the various users of the building.

Documentation for meeting this criterion:

1. What long-range plans do you have for development of the early childhood facility?
2. Describe how the indoor and outdoor facility is made secure against strangers.
3. Provide a floor plan of the early childhood facility, including outdoor and indoor areas and square footage of each classroom with number of children normally in it.
4. Attach the emergency procedure plans for fire, earthquake, floods, etc. (if applicable).
5. Document support group for the care and maintenance at the center.
6. Give daily, weekly and monthly maintenance plan.
7. Provide written policy on dispensing and storage of children's medication.

OVERVIEW:

List significant changes that have been made by your school in this area during its previous accreditation cycle.

Compliance with NLSA - FGDG Standards

Indicate whether or not the school meets the required indicators of success by circling **Yes** or **No**.

Required Indicator of Success:

Indicate whether or not the school meets the required indicator of success by circling **Yes** or **No**.

YES   NO *6:01   The center complies with all federal, state, local building, health, safety, and disaster preparedness requirements. Religious exempt programs must validate compliance with all requirements for exemption as described in state statutes.

General Indicators of Success:

General Indicators of Success help the school quantify its compliance with the Required Standard. Evaluate your school's compliance with each General Indicator of Success using the criterion defined below. In the "Comments" section related to that indicator, specify how your school falls short of full compliance for any indicator marked less than "Met in Full."

Met in Full—The indicator of success has been completely accomplished by the school. It is verifiable through evidence and documentation.

Not Presently Met—There has been no progress by the school toward the accomplishment of this indicator of success.

Evaluate the level of implementation for each of the General Indicators of Success, total your points, and explain your responses in the comment section. Comments must be given for every indicator no matter what the rating.

6:02   The physical environment reflects the Christian philosophy of the program to the community.
___Met in Full (3)   ____Not Presently Met (0)   _____
Documentation:

6:03   Buildings, grounds and equipment are safe, clean, attractive and developmentally appropriate for the age and number of young children.
___Met in Full (3)   ____Not Presently Met (0)   _____
Documentation:

6:04   Cushioning (mats, pea gravel, sand, wood chips) material exists under all anchored climbing equipment, swings, and slides.
___Met in Full (3)   ____Not Presently Met (0)   _____
Documentation:

6:05   The outdoor play area and equipment:
_____   are in good repair with no hazardous items,
_____   sandboxes are covered when not in use,
_____   are free from trash,
_____   are secured to the ground unless inside storage is available,
_____   anchored equipment is at least four feet from a non-resilient surface including fencing or another piece of play equipment,
_____   all elevated pieces of playground equipment are surrounded by a perimeter of resilient surface of an acceptable depth.
___Met in Full (3)   ____Not Presently Met (0)   _____
Documentation:

6:06   There is a minimum of seventy-five square feet of outdoor play space per child per child which includes shade as well as a variety of surfaces.
___Met in Full (3)   ____Not Presently Met (0)   _____
Documentation:

6:07   Furniture and equipment is age-appropriate, sturdy and safe.
___Met in Full (3)   ____Not Presently Met (0)   _____
Documentation:

6:08   All staff wash their hands often with liquid soap and running water, when starting work, before eating, preparing or serving food, after diapering, handling body fluids, administering medications, or holding animals.
___Met in Full (3)   ____Not Presently Met (0)   _____
Documentation:

6:09   All staff wears disposable protective gloves when coming in contact with toileting, injury and illness.
___Met in Full (3)   ____Not Presently Met (0)   _____
Documentation:

6:10   Toilets, drinking water, and hand-washing facilities are easily accessible to children.
___Met in Full (3)   ____Not Presently Met (0)   _____
Documentation:

6:11   All children wash hands using liquid soap and running water:
___   Before eating
___   Before playing in the water table
___   After toileting or diapering
___   After touching or feeding animals
___   After outdoor activities

___ After playing in sand
___ After sneezing and/or coughing
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

6:12   The learning environment is kept clean and safe as children use the facility. This means toys picked up, tables and floors cleaned after meals, etc.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

6:13   All rooms are well lit, ventilated and the temperature is comfortable.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

6:14   A print-rich environment is provided to foster early literacy:
_____   functional labeling
_____   as a source of information; i.e., daily schedules, and alphabet, lunch menu
_____   as a source of pleasure/recreation; i.e., books, newspapers, magazines, posted poems, song charts
_____   as a means of recording; i.e., science observations, reflective loop/ dictation, weather graphs
_____   as a classroom writing center
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

6:15   There are learning centers for 2- to 5-year-olds indoors or outdoors that include:
_____   prominent classroom worship center
_____   housekeeping/dramatics
_____   music/creative movement
_____   art activities
_____   block building
_____   manipulative
_____   science exploration
_____   math exploration
_____   reading/quiet corner
_____   wheeled vehicles
_____   sand/water play
_____   running/climbing/crawling
_____   solitary activities
_____   ball play/group games
_____   classroom writing center; i.e., assortment of paper, all kinds of writing and illustration instruments, bookmaking materials
_____   <mark>classrooms include soft elements such as rugs, cushions, soft furniture, etc.</mark>

___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

6:16   A variety of well-kept materials are organized on low storage shelves to encourage independence of children. Materials are rotated frequently to promote learning and extend children's play opportunities.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

6:17   Classroom areas are set up so that traffic patterns do not interfere with activities.

___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

6:18   The following are available:
        _____   Christian growth materials (books, audiovisual, props and puppets)
        _____   small muscle manipulative (beads, puzzles, lacing)
        _____   large muscle manipulatives (beanbags, balls, balance beam)
        _____   art media (paint, scissors, markers)
        _____   music items (musical recordings, rhythm instruments)
        _____   drama and role play props (dress-up clothes, puppets, pots, pans)
        _____   science materials (plants, pets, shells)
        _____   math materials and manipulatives (number puzzles, cubes, games)
        _____   language and literary materials (children's books, writing tools
                 and stencils)
        ___Met in Full (3)   ___Not Presently Met (0)   _____
        Documentation:

6:19   Materials are developmentally appropriate and adequate in number to ensure choice and variety.
        ___Met in Full (3)   ___Not Presently Met (0)   _____
        Documentation:

6:20   At least thirty five square feet of indoor space per child is provided for individual, small group, and large
        group activities.
        ___Met in Full (3)   ___Not Presently Met (0)   _____
        Documentation:

6:21   Individual spaces are provided for children to store their personal belongings.
        ___Met in Full (3)   ___Not Presently Met (0)   _____
        Documentation:

6:22   Children are dressed appropriately for outdoor activities. Parents are required to provide their children with
        at least one change of clothing and suitable clothing for daily outdoor play.
        ___Met in Full (3)   ___Not Presently Met (0)   _____
        Documentation:

6:23   Young children's art is displayed at their eye level whenever possible.
        ___Met in Full (3)   ___Not Presently Met (0)   _____
        Documentation:

6:24   Napping equipment is sanitized regularly. Children's bedding is stored individually and labeled for each
        student. Children's beddings are laundered at least weekly.
        ___Met in Full (3)   ___Not Presently Met (0)   _____
        Documentation:

6:25   Napping equipment is stored safely and appropriately.
        ___Met in Full (3)   ___Not Presently Met (0)   _____
        Documentation:

6:26   Staff provides a restful environment during nap time.
        ___Met in Full (3)   ___Not Presently Met (0)   _____
        Documentation:

6:27   First aid supplies are available in every classroom and in the outdoor area. The first aid kit's location
        should be marked for easy identification.
        ___Met in Full (3)   ___Not Presently Met (0)   _____
        Documentation:

6:28   Center meets OSHA requirements for blood-borne pathogen standards.

___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

6:29   Disaster emergency drills are conducted regularly and recorded. Written plans are posted in
        each classroom.
        ___Met in Full (3)   ___Not Presently Met (0)   _____
        Documentation:

6:30   All toxic materials are properly labeled, stored and away from children's reach and sight.
        ___Met in Full (3)   ___Not Presently Met (0)   _____
        Documentation:

6:31   The physical layout of facilities is arranged so that all areas can be viewed by at least one other adult in
        addition to the caregiver. The staff is capable of viewing all of the children on the entire playground.
        ___Met in Full (3)   ___Not Presently Met (0)   _____
        Documentation:

6:32   Provision is made for safe arrival and departure of children.
        ___Met in Full (3)   ___Not Presently Met (0)   _____
        Documentation:

6:33   The facility is secure against strangers interacting with young children.
        ___Met in Full (3)   ___Not Presently Met (0)   _____
        Documentation:

6:34   The facility is a smoke-free environment.
        ___Met in Full (3)   ___Not Presently Met (0)   _____
        Documentation:

6:35   Staff identifies and removes choking hazards for all children (including food).
        ___Met in Full (3)   ___Not Presently Met (0)   _____
        Documentation:

6:36   The program promotes good nutrition by educating families and ensuring that students are provided with
        healthy snacks and lunch including celebrations. Mealtime is relaxed and pleasant for children. Staff sits and
        eats with the children while modeling appropriate behavior and using mealtime as a learning experience.
        ___Met in Full (3)   ___Not Presently Met (0)   _____
        Documentation:

6:37   If the program provides food, the food is prepared, stored, and served in accordance with state and local
        health guidelines and regulations and menus are posted for families. If the program does not provide food,
        the program provides information for families about well-balanced meals that may be brought from home.
        ___Met in Full (3)   ___Not Presently Met (0)   _____
        Documentation:

6:38   Medication is administered to children only when a written order has been submitted by a parent, and the
        medication is consistently administered by a designated staff member.
        ___Met in Full (3)   ___Not Presently Met (0)   _____
        Documentation:

6:39   The staff is aware and takes measures to accommodate children's allergies in the areas
        of environment, pets, food, and curriculum.
        ___Met in Full (3)   ___Not Presently Met (0)   _____
        Documentation:

6:40   The facility ensures privacy for children when changing clothes.
        ___Met in Full (3)   ___Not Presently Met (0)   _____
        Documentation:

6:41   The facility has
        _____   a written policy that is regularly implemented concerning children's illness and communications of
                  infectious diseases to others,
        _____   designated an individual who is responsible for health and safety issues.
        _____   a separate area to care for children who are too ill to receive care in the regular group.
        _____   a written record of accidents and medical issues that are reported to staff and families.
        ___Met in Full (3)   ____Not Presently Met (0)   _____
        Documentation:

6:42   All staff is trained to recognize symptoms of child abuse and neglect and the reporting requirements
        to the authorities.
        ___Met in Full (3)   ____Not Presently Met (0)   _____
        Documentation:

6:43   The facility has a written policy to protect parental and children's rights and privacy in the areas of personal
        information, health and medical history and other pertinent information. Staff adhere to the confidentiality of
        such information.
        ___Met in Full (3)   ____Not Presently Met (0)   _____
        Documentation:

6:44   School transportation vehicles are equipped with
        ___ age appropriate restraint devices and alarms
        ___ inspection and maintenance logs
        ___ license and insurance certifications
        ___Met in Full (3)   ____Not Presently Met (0)   _____
        Documentation:

6:45   Field trip policies and procedures:
        ___ are written and shared with the families
        ___ include the use of parents and volunteers to ensure adequate supervision.
        ___ are preplanned and emergency procedures are prepared.
        ___ include the designation of a person who is in charge of medical emergencies
        ___ require that transportation meets safety standards
        ___Met in Full (3)   ____Not Presently Met (0)   _____
        Documentation:

6:46   Reasonable accommodations are made to be inclusive of all children, including children with identified
        disabilities and special learning and developmental needs.
        ___Met in Full (3)   ____Not Presently Met (0)   _____
        Documentation:

6:47   Electrical outlets are covered with protective caps.
        ___Met in Full (3)   ____Not Presently Met (0)   _____
        Documentation:

Infant/Toddler Section

If your preschool includes infants/toddlers, you must evaluate the following indicators.

6:48   Bathrooms are cleaned and sanitized daily. Diaper areas and changing tables are sanitized after each child
        is changed.
        ___Met in Full (3)   ____Not Presently Met (0)   _____
        Documentation:

6:49   Toys, utensils, and surfaces that have entered the mouth or come into contact with saliva or other body fluids
        ___Met in Full (3)   ____Not Presently Met (0)   _____
        Documentation:

6:50   Highchairs are sanitized before and after each use.
        ___Met in Full (3)   ____Not Presently Met (0)   _____

Documentation:

6:51 All staff members wear disposable protective gloves when coming in contact with diapering and illness, helping children with toileting, and disposing of items used in appropriately marked disposal container. Containers holding soiled diapers and diapering materials have a lid that opens and closes tightly and are not accessible to children.

___Met in Full (3)   ____Not Presently Met (0)   _____

Documentation:

6:52 In the diaper-changing area, staff post and follow changing procedures documented by state licensing regulations:

_____ Diapers are checked every two hours and changed when wet or soiled.

_____ Equipment and furnishings for diaper changing and changing soiled underwear is located away from food preparation areas in designated changing areas.

_____ Hand washing sinks are within arm's length distance of changing tables.

_____ Staff members keep one hand on the child at all times during diapering.

___Met in Full (3)   ____Not Presently Met (0)   _____

Documentation:

6:53 The infants/toddlers have an outdoor section that is safe and appropriate.

___Met in Full (3)   ____Not Presently Met (0)   _____

Documentation:

6:54 Guidelines are established and followed regarding shaken-baby syndrome and sudden infant death syndrome. Infants are placed on their backs when sleeping unless otherwise ordered by a physician. Infants heads remained uncovered during sleep.

___Met in Full (3)   ____Not Presently Met (0)   _____

Documentation:

6:55 The program supports breast feeding by accepting, serving, and storing expressed human milk, according to safety standards and providing a space for nursing mothers.

___Met in Full (3)   ____Not Presently Met (0)   _____

Documentation:

6:56 Before walking on surfaces used by infants, specifically for play, adults and children remove, replace or cover with clean foot coverings any shoes that have been worn outside of the play area. If children or adults are barefoot in such areas their feet are visibly clean.

___Met in Full (3)   ____Not Presently Met (0)   _____

Documentation:

6:57 Adults have a comfortable place to sit, hold and feed infants. Rocking chairs and glider chairs are placed in locations that will avoid injuries to children.

___Met in Full (3)   ____Not Presently Met (0)   _____

Documentation:

6:58 Infant toys and equipment must meet and be used in accordance with safety guidelines. Sides of infants' cribs are in a locked position when occupied. (Baby walkers are not permitted).

___Met in Full (3)   ____Not Presently Met (0)   _____

Documentation:

ANSWER THE FOLLOWING QUESTIONS:

A. Are all Required Indicators of Success in Standard areas 6 complete and evidence available for review? _____

B. What is your point total for Standard 6 ? _____

C. If your totals for Section 6 <u>exclude</u> Infant/Toddler indicators does the total number exceed the minimum requirement of 118 points? _____

D. If your totals for Section 6 include Infant/Toddler indicators does the total number exceed the minimum requirement of 146 points?_____

E. Have you provided comments of explanation or proposed actions to meet any of the GENERAL Indicators of Success that are not fully met?

_____

The Center Has a Written Curriculum that Integrates the Faith, Is Developmentally Appropriate, and Is Supported with Necessary Materials and Resources.

CRITERION

The curriculum of the Lutheran early childhood program reflects its philosophy and consists of appropriate learning experiences. Through these experiences each child is led to growing relationships with God, family, teachers, children and others.

The curriculum enhances growth and development of the young child through the use of age appropriate materials and activities. The early childhood program involves young children in many and varied learning experiences. Play is the avenue for these learning experiences to occur. Spiritual, social, emotional, physical and cognitive development is a continuous process important to the early childhood curriculum.

Documentation for meeting this criterion:
1. Describe or outline how your early childhood curriculum supports and reflects the philosophy for the early childhood program.
2. Describe the process of early childhood curriculum development and evaluation. How often is the early childhood program evaluated for change? Who is involved in this process?
3. How is your curriculum meeting the anti-bias/cultural/social/economic needs of your church and community?
4. Describe the type of curriculum being used for faith development of the children.
5. Attach a lesson plan for each classroom during the same month.
6. Exhibit the school's written curriculum including, themes, topics, units, curriculum web planning, etc.
7. Attach the daily and weekly class schedules from each teacher.
8. Describe the methods of tracking and evaluating children's growth and individual needs.
9. Attach a copy of student assessment/evaluation form
10. Individual children's portfolios are available to the validation team at the time of the visit.

OVERVIEW:

List significant changes that have been made by your school in this area during its previous accreditation cycle.

Compliance with NLSA - FGDG Standards

Indicate whether or not the school meets the required indicators of success by circling **Yes** or **No**

Required Indicators of Success:

Indicate whether or not the school meets the required indicators of success by circling Yes or No.

YES   NO   *7:01   The program implements a Christian curriculum that promotes learning and development in each of the following areas: social, emotional, physical, language, cognitive and spiritual.

YES   NO   *7:02   The written curriculum is evaluated regularly and appropriate changes are made
to ensure student growth.

General Indicators of Success:

General Indicators of Success help the school quantify its compliance with the Required Standard. Evaluate your school's compliance with each General Indicator of Success using the criterion defined below. In the "Comments" section related to that indicator, specify how your school falls short of full compliance for any indicator marked less than "Met in Full."

Met in Full—The indicator of success has been completely accomplished by the school. It is verifiable through evidence and documentation.

Not Presently Met—There has been no progress by the school toward the accomplishment of this indicator of success.

Evaluate the level of implementation for each of the General Indicators of Success, total your points, and explain your responses in the comment section. Comments must be given for every indicator no matter what the rating.

7:03   Learning experiences and materials used reflect the early childhood program philosophy.
___Met in Full (3)   _____Not Presently Met (0)   _____
Documentation:

7:04   The religious curriculum is integrated throughout the day to enhance the faith development of the young child.
___Met in Full (3)   _____Not Presently Met (0)   _____
Documentation:

7:05   The curriculum reflects the social/economic/cultural background of the surrounding community in which the children live.
___Met in Full (3)   _____Not Presently Met (0)   _____
Documentation:

7:06   The curriculum fosters self-identity and understanding and acceptance of other cultures.
___Met in Full (3)   _____Not Presently Met (0)   _____
Documentation:

7:07   The curriculum provides children with daily opportunities to develop socially through interaction with peers and adults.
___Met in Full (3)   _____Not Presently Met (0)   _____
Documentation:

7:08   Experiences and educational materials are concrete and age appropriate, addressing various learning styles.
___Met in Full (3)   _____Not Presently Met (0)   _____
Documentation:

7:09   The curriculum provides opportunities and materials for children ages 3 and up to explore shape, size, color, pattern, numbers, and letters using their five senses.
___Met in Full (3)   _____Not Presently Met (0)   _____
Documentation:

7:10   The curriculum provides experiences and equipment for all children to explore, experiment, question and
        discover. Including:
        ___ Solving simple problems
        ___ Listening skills
        ___ Observation skills
        ___ Predicting outcomes
        ___ Estimating and measuring
        ___ Graphing
        ___ Cooking opportunities
        ___ Science experiences
        ___Met in Full (3)   ___Not Presently Met (0)   _____
          Documentation:

7:11   The curriculum fosters language and literacy skills by:
        ___ reading and telling stories
        ___ talking about pictures
        ___ asking open ended questions
        ___ listening to children
        ___ helping them write their own stories
        ___ finger plays
        ___ labeling
        ___ providing phonemic awareness (rhythms and repetition)
        ___ opposites
        ___ story sequencing
        ___ story comprehension
        ___Met in Full (3)   ___Not Presently Met (0)   _____
          Documentation:

7:12   The curriculum fosters physical development by providing:
        ___Materials, area and time for large muscle activities (riding tricycles, skipping, climbing, etc.)
        ___Materials, area and time for small muscle activities (stacking, cutting, stringing beads, writing, etc.)
        ___Large and small group activities (dancing, moving games, fingerplays, etc.)
        ___Met in Full (3)   ___Not Presently Met (0)   _____
          Documentation:

7:13   The curriculum fosters creativity in all children through daily experiences of art, music, and
        creative dramatics.
        ___Met in Full (3)   ___Not Presently Met (0)   _____
          Documentation:

7:14   The curriculum encourages the development of good health, safety, and nutrition for young children.
        ___Met in Full (3)   ___Not Presently Met (0)
        Documentation:

7:15   The curriculum values play as an avenue for learning. Play is included in the daily schedule, and constitutes a
        major portion of the day.
        ___Met in Full (3)   ___Not Presently Met (0)   _____
          Documentation:

7:16   The daily lesson/webbing plans reflect a child-centered flexible time schedule.
        ___Met in Full (3)   ___Not Presently Met (0)   _____
          Documentation:

7:17 The daily schedule for all children provides a balance of:
_____ indoor/outdoor activities
_____ active/quiet activities
_____ large group/small group/individual activities
_____ child initiated/teacher initiated activities
___Met in Full (3)   ____Not Presently Met (0)   _____
Documentation:

7:18 The daily schedule provides for smooth and unhurried transitions from one activity to another.
___Met in Full (3)   ____Not Presently Met (0)   _____
Documentation:

7:19 The curriculum monitors and limits the use of passive visual media such as TVs, and DVDs to developmentally appropriate programming (these are not to be used in classrooms with children under age 18 months). Staff are actively involved with children during viewing time. Other activities are available to children when these are in use.
___Met in Full (3)   ____Not Presently Met (0)   _____
Documentation:

7:20 The curriculum provides comprehensive child assessment that uses a variety of instruments and multiple data sources:
___Observations
___Anecdotal records
___Portfolios and work samples
___Screening tools
___Inventory of skills
___Parent interviews and input
___Developmental screening
___Documentation of children's benchmarks and milestones
___Met in Full (3)   __Not Presently Met (0)
Documentation:

7:21 Teachers conduct regularly scheduled student assessments and share results with parents. Infants:
- Minimum of every three months.
- Toddlers and older: Minimum of every six months
___Met in Full (3)   ____Not Presently Met (0)   _____
Documentation:

7:22 The program provides written learning goals, and outcomes (such as unit/topic themes, objectives, and lesson plans) that the staff reviews regularly. This information is given to parents.
___Met in Full (3)   ____Not Presently Met (0)   _____
Documentation:

Infant/Toddler Section

If your preschool includes infants and toddlers, you must evaluate the following indicators.

7:23 Teachers encourage infants and toddlers to interact socially by talking, singing, playing peek-a-boo, etc.
___Met in Full (3)   ____Not Presently Met (0)   _____
Documentation:

7:24 The program promotes primary caregiving and continuity of care by providing infants/toddlers with a consistent staff member for nine months or longer.
___Met in Full (3)   ____Not Presently Met (0)   _____
Documentation:

7:25 The staff develops a trusting relationship with child and parents.
___Met in Full (3)   ____Not Presently Met (0)   _____

Documentation:

7:26 Staff facilitates social interaction by playing, interacting, caring, responding and showing interest to a child.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

7:27 Teachers encourage infants and toddlers to develop language and literacy skills by reading, singing, playing simple games, etc. This includes repeating baby sounds, talking, describing what the child is doing and verbally identifying things.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

7:28 Teachers encourage physical development of infants and toddlers by providing soft surfaces for crawling, different textures for touching, furniture to walk around and pull up to, objects to grasp and reach for and age-appropriate outdoor activities.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

7:29 Teachers use the individual needs and interests of infants and toddlers to influence schedules, routines and learning experience. Infants and toddlers showing interest or pleasure in an activity are encouraged and supported in prolonging that activity.
___Met in Full (3)   ___Not Presently Met (0)   _____
Documentation:

ANSWER THE FOLLOWING QUESTIONS:

A. Are all Required Indicators of Success in Standard areas 7 complete and evidence available for review?

_____

B. What is your point total for Standard 7? _____

C. If your totals for Section 7 excludes Infant/Toddler indicators does the total number exceed the minimum requirement of 51 points?

_____

D. If your totals for Section 7 include Infant/Toddler indicators does the total number exceed the minimum requirement of 69 points?_____

E. Have you provided comments of explanation or proposed actions to meet any of the GENERAL Indicators of Success that are not fully met?

_____

Summary Page:
For Evaluation of Standards
And Their Indicators of Success

Agreed Standard Area Team	Number of Required Indicators	Number of General Indicators	Points Required 85% Standard Compliance	Points as by Site Visit
1 Statements			29	
A Philosophy	1	7	18	
B Mission and Ministry	1	4	11	
2 Relationships			70 for A+B; 88 for A, B, +C	
A Home/Parent	3	15	39	
B Congregational	2	12	31	
C School-to-Center	1	7	18	
3 Administration			133	
A Governing Authority	2	29	74	
B Director	2	23	59	
4 Personnel	2	16	41	
5 Teacher/Child Relationship	1	18 (22 w/infants)	46 (57 w/Infants + Toddlers)	
6 Environment/Health and Safety	1	46(57 w/infants)	118 (146 w/Infants + Toddlers)	
7 Curriculum	2	20 (27 w/infants)	51 (69 w/Infants + Toddlers)	

Accreditation by National Lutheran School Accreditation (NLSA) indicates that the school successfully completed the NLSA process of self-study, reporting, and evaluation by a visiting team and that the visiting team recommended NLSA accreditation as a result of that visit. It is determined, through this process, that the school is worthy of NLSA accreditation. Neither NLSA nor its authorizing agency, The Lutheran Church—Missouri Synod, assume responsibility for the school's quality (or lack thereof) or for variations from NLSA standards either at the time of initial accreditation or at any time during NLSA accreditation.

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