

Standards Based Self-Study Report For Lutheran Elementary Schools

2008 EDITION

National Lutheran School Accreditation

Mission Statement

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

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History

National Lutheran School Accreditation grew out of strong desire on the part of the LCMS School Ministry to help Lutheran schools accomplish their stated mission and improve. Under the direction of Dr. Carl Moser, standards for Lutheran schools were developed and a national system of accreditation for LCMS schools was established. In 1986 the accreditation process was proposed for adoption to the Synod's Board for Parish Services, which responded to the project by authorizing and approving the National Lutheran School Accreditation. NLSA became a process designed to help Lutheran schools improve based on compliance with national standards according to their own unique missions.

In August 1999 the National Accreditation Commission approved a new method of accreditation for schools accredited by NLSA entering their second or third phase of accreditation. The Ongoing Improvement Process reflects on compliance with standards but emphasizes the school's future through the development of a detailed School Improvement Plan. The plan was established as the result of an extensive needs assessment process. The Ongoing Improvement Process calls upon the school to demonstrate its continued compliance with NLSA standards. In addition, goals established in the school improvement chart a course for intentional improvement

In 2003, NLSA took steps to better serve early childhood centers with accreditation. Working in cooperation with the Pacific Southwest District Early Childhood Commission, NLSA identified an accreditation process designed specifically for early childhood centers that is appropriate, relevant and challenging. The process had served early childhood centers in the Pacific Southwest District for many years. The new process includes standards appropriate for programs serving young children ages birth through grade two.

Since 1986 those serving on NLSA accreditation teams have been recommending schools for accreditation based upon their "feelings" about the school. In an effort to ensure the quality of schools accredited by our process, the national commission approved 11 new required standards for accreditation. Standards compliance will be measured through a quantitative evaluation of indicators of success associated with each standard. The new process helps schools determine their readiness for accreditation. It removes subjectivity and adds objectivity to the NLSA process. It challenges our schools to raise their bar of quality.

NLSA is a fluid organization. Since 1986 NLSA has continually reviewed its standards and processes. Changes have been adopted to assure that continues to serve our schools effectively and help them improve.

The purposes of NLSA are to:

1. Help Lutheran schools—early childhood centers, elementary, and secondary—to improve.
2. Assure school quality by evaluating a school's compliance with required NLSA standards and indicators of success.
3. Help all Lutheran schools to evaluate themselves based on their unique purposes and on national standards.
4. Give appropriate recognition to schools that successfully complete the process.

Introduction

The Self-Study Report Form contains NLSA standards and required list of responses and exhibits related to the standards. The standards are divided into 11 sections:

- I. Vision and Mission
- II. Relationships
 - A. School and Congregation
 - B. School and Community
 - C. School Climate
- III. Leadership
 - A. Governance
 - B. Administration
- IV. Personnel
- V. Curriculum
- VI. Instruction
- VII. Student Services
- VIII. Health and Safety
- IX. Facilities
- X. Finance
- XI. Evaluation

These standards are based on three assumptions:

1. Lutheran school educators believe that a high quality educational program is required of our schools in order for them to be good stewards of the blessings given by Almighty God.
2. Lutheran school administrators willingly cooperate with governmental agencies unless such cooperation inhibits the free sharing of the Gospel.
3. Those who own and operate Lutheran schools strive to meet and, where possible, exceed all local, state, regional, and federal guidelines for public schools.

NLSA accreditation is a whole school evaluation/improvement process. All programs and levels of a school may be evaluated using the NLSA process. However, in some cases, schools of multiple levels may be better served by using two or more separate NLSA accreditation processes simultaneously. When this is deemed necessary by the school, and approved by the District Accreditation Commission, schools may complete separate applications for different processes and complete them simultaneously. Application forms should be submitted together, at the same time, with a letter of explanation for the national office. Only one application fee is required when a single school chooses to use more than one process simultaneously.

The Self-Study Process

Faculty Involvement

Since faculty members are key individuals in the self-study process, they should be involved in the decision to conduct a self-study and be fully aware of the process and requirements before that decision is made. They should be continually involved throughout the self-study process.

Self-Study Steering Committee

After the decision has been made to seek National Lutheran School Accreditation, five to eight people, representing various members of the school community, should be appointed as a steering committee. This steering committee's primary task is to plan, guide and coordinate the self-study. Its responsibilities include appointing necessary subcommittees, preparing the self-study report, reviewing the report of the visiting team, and making recommendations for continued improvement. A sample steering committee may include parents, teachers, administrator, pastor, other church staff members, and board of education members. (See the Administrator's Manual for more information.)

Preparing the Self-Study Report

The Self-Study Report Form is to be used as a tool for self-evaluation and improvement. Each of the 11 standards are considered as separate sections. For each section, the report requires:

1. Responses to selected questions and statements. ("Please respond to . . .")
2. Specific required exhibits (identified by an asterisk).
3. A rating of implementation for each indicator of success.
4. Comments explaining the rating given each indicator of success not "met in full."
5. Comments about the strengths, needs for improvement, and plans for improvement for each standard ("Please comment on . . .").

Each SECTION begins with the STANDARD, followed by an opening narrative. This narrative is followed by "Please Respond To" statements or questions that serve as starting points for discussion and study. The statements and questions are written not only for the purpose of clarifying and explaining, but also to stimulate thought, reflection and self-evaluation.

Supporting data and information should be categorically labeled and attached to the self-study report. Items marked with an asterisk (*) should be appended to the report.

After the "Please Respond to" statements or questions are REQUIRED Indicator(s) of Success and GENERAL Indicators of Success indicating a level of meeting the STANDARD.

1. Review the REQUIRED Indicator(s) of Success. Discuss each and determine how well you have implemented it. REQUIRED Indicator(s) of Success (marked with an *) are answered with either a YES or a NO. These indicators are required. If one of those indicators is not met, take immediate action to meet that REQUIRED indicator before completing the self-study and requesting a site visit. Evidence that the REQUIRED indicator(s) is met must either be attached to the self-study or be observable at the time of the site visit.
2. The GENERAL Indicators of Success are to be evaluated as to the degree to which that standard is met, using the scale provided. After you have determined your level of implementation of the GENERAL Indicators of Success, explain why any are not being met in full.
3. If all REQUIRED Indicator(s) of Success are met and the GENERAL Indicators of Success average 2, you will have met the minimum for accreditation for that Standard and Section. However, expectations for the long term are higher than meeting the minimum. Therefore, for each Section and Standard, you will be asked to identify specific strengths and identify specific plans for improvement for that section. The plans for improvement must address both 1) items identified as needing improvement in the "Respond to" questions and statements; and 2) the GENERAL Indicators of Success that were not "met in full."

No one section of standards is designed to be independent of another section. All the standards are correlated so that comprehensive self-evaluation can be made. Therefore, participants in the self-study process need to keep in mind that the total evaluation and decision related to accreditation do not rest solely on one particular Section, Standard, or Indicator of Success, but on the quality of the school as a whole.

This Self-Study Report Form is not intended to be the actual report, with blank spaces filled in. The actual report should be typed and printed by a good quality computer printer, using the format provided in this booklet, but leaving adequate space for your responses. This Self-Study Report Form is produced in PDF and Rich Text Format. To save time, it is appropriate to “cut and paste” portions of this document to your report, inserting your responses appropriately.

The required thoroughness of this report is designed to stimulate thought and to assist in a thorough self-study and self-improvement process. It is also designed to give enough evidence to the visiting team and NLSA officials to determine whether or not your school is worthy of NLSA accreditation.

The term of NLSA accreditation is five years. Therefore, this Standards-Based process must be replicated at least every five years, or the Ongoing Improvement process used, to secure continuing accreditation.

Sample Standards Response Page

STANDARD EXAMPLE:

The Self-Study Reflects the Current Status of the School.

OVERVIEW:

Imagine that the above standard and indicators of success for that standard below are a part of the self-study process. The following would be a way that the responses could be completed for the section related to the indicators of success.

RESPOND TO THE FOLLOWING:

ATTACHMENTS:

REQUIRED INDICATOR OF SUCCESS:

YES NO Ex: 01 The self-study included input from representatives of all stakeholder groups.

GENERAL INDICATORS OF SUCCESS:

Ex: 02 Surveys were distributed, collected, and tabulated as a method of data collection.

Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0) 2

COMMENTS: Survey response was limited

Ex: 03 Committees were composed of representative stakeholders.

Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0) 3

COMMENTS:

Ex: 04 All sections of the self-study are complete and part of this document.

Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0) 3

COMMENTS:

Total 8

COMMENT ON THE WHOLE SECTION:

A. Is the required indicator of success met? Yes

B. Is the total for the General Indicators of Success a minimum of six points? Yes

C. Based on this portion of the self-study, what are the identified strengths of your school?

There was good cooperation and it was finished in a timely manner.

D. Based on the concerns identified in your self-study, you will develop future plans to improve your school. Identify every item marked as less than "Met in Full" with specific plans for action by the school over the next cycle of accreditation. Any areas identified as needing improvement in the "Respond to:" component must also be included in the proposed school action plan and addressed in cumulative annual reports.

We did not have a good return of surveys from congregation members, only 10 percent. Another time we could distribute them at church and have them completed immediately.

The Standards

1. **The school is mission driven.**
2. **The school demonstrates its Christian mission through relationships with congregations, community, staff, students, and families.**
3. **The school is governed and administered according to written policy.**
4. **A qualified and competent staff serves the school.**
5. **The school has a written curriculum that integrates the faith and is supported by appropriate materials and resources.**
6. **Christian teachers facilitate student learning to achieve the planned outcomes of the school's curriculum.**
7. **The school plans for and provides resources and activities for students beyond the standard classroom instruction.**
8. **The school maintains a safe and healthy environment.**
9. **All buildings, grounds, and equipment support student learning and conform fully to all applicable laws and building codes.**
10. **The school has a financial plan to accomplish its mission.**
11. **Evaluation tools are used to define success and plan for continual school improvement.**

The Self-Study Report Form

GENERAL INFORMATION/SCHOOL PROFILE

1. School:

Name: _____

Address: _____

City, State, ZIP: _____

Phone: _____ E-mail: _____

Congregation(s): *(List all operating congregations. Use a separate sheet if necessary.)*

Name, Complete Address: _____

Name, Complete Address: _____

Name, Complete Address: _____

2. School Administrator(s): _____

3. Pastor(s): _____

4. Name any agency currently accrediting your school: _____

* Attach a list of all steering and subcommittee members, indicating whether teachers, parents, etc.

* Attach a copy of all forms of your most recent LCMS school statistics report.

COMMUNITY

1. Write a brief history of the school:

2. Describe the community surrounding the school:

3. List other significant information/factors that affect your school, its population, and environment.

ENROLLMENT

1. What is the total current school enrollment? _____
2. Review your responses on the statistics report to the number of students per grade, number of special education students, students' church membership and students' race, then discuss any features of your current enrollment that reveal significant or unusual information.
3. List the projected enrollment for each of the next five 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	_____
8	_____
9	_____
10	_____
11	_____
12	_____
13	_____
14	_____
Total	_____

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.

STAFF

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

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

Faculty Member Course Institution Graduate Hours

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 OrganizationsCertificates

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

<u>Name</u>	<u>Function</u>	Hours <u>per week</u>	Years at <u>School</u>	<u>Remuneration</u>
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SUPPLEMENTAL SERVICES

Describe the nature and use of each service received from an outside agency. Include curriculum aids, materials for instruction (e.g., library materials, courses of study, audio-visual aids), testing and guidance services, health services,

services relative to school attendance, transportation, and custodial services.

Summary Page

for Evaluation of
Standards and
Their Indicators of
Success

	All Required Indicators Met		Total Points for Other Indicators	Minimum Points Needed
Standard 1:	YES	NO	_____	14
Standard 2:	YES	NO	_____	62
Standard 3:	YES	NO	_____	82
Standard 4:	YES	NO	_____	36
Standard 5:	YES	NO	_____	20
Standard 6:	YES	NO	_____	30
Standard 7:	YES	NO	_____	24
Standard 8:	YES	NO	_____	12
Standard 9:	YES	NO	_____	18
Standard 10:	YES	NO	_____	18
Standard 11:	YES	NO	_____	14

Section I: Mission And Vision

Every Lutheran school needs a carefully formulated mission statement, as well as a comprehensive statement of philosophy. These serve as the basis for forming school goals, learner outcomes and action plans as well as determining whether the school is actually achieving its purposes. Through the process of self-study, all phases of the school program are evaluated in order to determine if they are being carried out in accordance with the stated mission and philosophy.

An evaluation of any institution must begin with the rationale for its existence. Declarations regarding its theological and educational basis and intended learner outcomes provide direction for organization and program. How these declarations are developed affects their validity ownership by the school's constituents.

The NLSA self-study process results in new understanding of the organization and its place in its community. In order to determine the direction of the school, leaders must develop a mental picture of the preferred future state of the school. Vision is the mental picture that is imprinted upon the hearts and minds of the leaders that simply will not fade away. A school's vision does not just happen. It needs to be cultivated and nurtured. NLSA helps Lutheran school leaders develop a mental image of their desired future. This results in intentional, ongoing improvement.

The Mission and Vision section is the most important section and is critical to evaluating each of the sections involved with the self-study. It helps determine who we are, where we have been, and what we are to become. Therefore, it is especially important that the report of this committee be presented to the entire faculty and administration for approval and modification before the remainder of the study is started.

OVERVIEW

Each school should develop its own mission and philosophy statements consistent with the unique needs of the students and families it serves and consistent with the theology of The Lutheran Church—Missouri Synod.

Since these statements are basic to the development of meaningful educational programs and the creation of an environment conducive to learning, it is important that such statements be developed through the use of the democratic process; thereby reflecting the best thinking of the school staff and others in the community it serves.

Schools having written statements of mission and philosophy need to review them for current relevance and to determine whether they are consistent with the needs and characteristics of children currently being served by the school. A review of materials related to the development of a Lutheran school philosophy should include: "Integrating the Faith: A Teacher's Guide for Curriculum in Lutheran Schools, Lutheran School Administrator's Handbook" series, "Planning for Lutheran Elementary Schools Series," and "In His Hands," a manual for beginning and operating Lutheran early childhood programs. Refer to the LCMS District and Congregational Services School Ministry "Resource Catalog" and also to the new curriculum guides from Concordia Publishing House as they become available.

Schools developing an initial statement of philosophy may find some of the following suggestions helpful. The formulation process might include three stages of development. In the first, all participants would individually examine their beliefs concerning the overall purposes of Christian education in our society, the role of the Lutheran school in the educational process, and the unique role of this particular school in light of the special individual needs of the students it serves.

The second stage consists of a series of discussions focusing on desirable philosophy and objectives for this school. In this process complete agreement of all participants should not be anticipated, since each individual brings to the discussion his own personal biases and beliefs. It is important that divergent views expressed by participants be heard and considered. It is also desirable that a consensus or majority viewpoint be arrived at before the conclusion of this step.

In the third stage, a committee of the participants should draft the statement of philosophy discussed by the group and submit it to them for modification or approval. At this point it may be desirable to submit the statement to the administration and school board for approval.

PLEASE RESPOND TO THE FOLLOWING:

- A. How are the statements of mission and philosophy reflected in the operation of the school, including administration, instruction, cocurricular activities, and learner outcomes?
- B. How are staff, students, parents and congregation members kept aware of the school's philosophy?

ATTACHMENTS:

- Your school's mission statement, purpose, and/or philosophy.
- Your congregation's purpose/mission statement.

STANDARD 1:

The School Is Mission Driven.

RESPOND TO THE FOLLOWING:

- A. How is the written mission of the school reflected in its operation, including administration, instruction, co-curricular activities and learner outcomes?
- B. How are staff members, students, parents and congregation members kept aware of the school's mission?

Indicate whether or not the school meets the required indicators of success by circling YES or NO for each statement.

REQUIRED INDICATORS OF SUCCESS:

YES NO * 1:01 The written mission statement reflects a school philosophy and purpose rooted in Holy Scripture.

YES NO *1:02 The school's mission statement, beliefs, and the school's expectations for students learning guide the procedures, policies, and decisions of the school and is evident in the culture of 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.

Mostly Met—The indicator of success has been partially accomplished by the school. Documentation and evidence regularly indicate that the school is well on the way toward full accomplishment of the indicator.

Rarely Met—Infrequent implementation of an indicator of success. This indicator rarely occurs in the school and evidence and documentation for compliance are minimally present. □

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

1:03 The school's mission is aligned with its core values and those of its various stakeholder groups and organizations.
___ Met in Full (3) ___ Mostly Met (2) ___ Rarely Met (1) ___ Not Presently Met (0) ___

- 1:04 The school's mission aligns with its core values and charts the course for accomplishing its mission.
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____
- 1:05 The school's mission was developed in accordance with governance policy.
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____
- 1:06 The school's mission and vision is communicated effectively to staff, parents, students, and operating congregation(s).
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____
- 1:07 The school's goals, learner outcomes, and activities are aligned to the school's mission.
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____
- 1:08 The school annually reviews its core values, mission and vision.
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____
- 1:09 The school uses a variety of indicators to ensure that expectations for student learning reflect student needs, community expectations and local, state and national standards.
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

Total: _____

COMMENT ON THE WHOLE SECTION ON MISSION AND VISION:

- A. Are the required indicators of success met?
- B. Is the total for the indicators of success a minimum of 14 points?
- C. Based on this portion of the self-study, what are the strengths of your school?

- D. Based on the concerns identified in your self-study, you will develop future plans to improve your school. Identify every item marked as less than "Met in Full" with specific plans for action to be taken by the school over the next cycle of accreditation. Any areas identified as needing improvement in the "Respond to:" component must also be included in the proposed school action plan and addressed in the cumulative annual report.

Section II: Relationships

STANDARD 2:

The School Demonstrates Its Christian Mission Through Relationships with Congregation, Community, Staff, Students, and Families.

Note: Section II: Relationships is divided into three categories: congregation, community, and climate. There will be introductory comments and necessary responses for each section, in addition to the responses to the indicators.

Section II-A: School and Congregation

OVERVIEW:

The Lutheran school has a special relationship with its operating congregation(s). The school concerns itself with the ministry of the whole church in order to fulfill its purpose as a Christian school. To do this the school seeks opportunities to strengthen relationships with the local congregation(s) and The Lutheran Church—Missouri Synod.

RESPOND TO THE FOLLOWING:

- A. Describe the relationship between the school and the congregation.
- B. In what ways does the school's student body participate in the life of the congregation? Indicate involvement of the student body as a whole and of individual students and their families.
- C. How are parents of new students in the school assimilated into school and congregation activities?
- D. Describe the ways that the school accomplishes congregational goals.
- E. Describe the relationship of your school to your LCMS district and to the Synod.

REQUIRED INDICATOR OF SUCCESS:

Indicate whether or not the school meets the required indicator of success by circling YES or NO.

YES NO *2:01 The school is operated by one or more congregations of The Lutheran Church—Missouri Synod or maintains an active RSO status with the Synod.

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.

Mostly Met—The indicator of success has been partially accomplished by the school. Documentation and evidence

regularly indicate that the school is well on the way toward full accomplishment of the indicator.

Rarely Met—Infrequent implementation of an indicator of success. This indicator rarely occurs in the school and evidence and documentation for compliance are minimally present. □

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

- 2:02 The pastor(s) is acknowledged as the spiritual leader of the whole congregation, including the school.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

 - 2:03 All persons employed by the school are actively involved in worship and congregational life in their parish.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

 - 2:04 The congregation(s) provides spiritual support for the school and its students.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

 - 2:05 Students participate in congregational life through planned activities available regularly and coordinated with the school curriculum.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

 - 2:06 Student involvement in congregational life supports the spiritual growth of students.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

 - 2:07 As appropriate, the school cooperates in LCMS, district and regional conventions and conferences.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

 - 2:08 The pastor and the school staff evidence support for each other and each other's ministry.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

 - 2:09 The school has and effectively implements a written evangelism plan for families with children in the school who do not have an identified church home or attend church regularly.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___
- Total _____

COMMENT ON THE SUBSECTION ON SCHOOL AND CONGREGATION:

- A. Are the required indicators of success met?
- B. Is the total for the indicators of success a minimum of 16 points?
- C. Based on this portion of the self-study, what are the strengths of your school?

- D. Based on the concerns identified in your self-study, you will develop future plans to improve your school. Identify every item marked as less than "Met in Full" with specific plans for action to be taken by the school over the next

cycle of accreditation. Any areas identified as needing improvement in the “Respond to:” component must also be included in the proposed school action plan and addressed in the cumulative annual report.

Section II–B:

School and Community

OVERVIEW:

The Lutheran school seeks to serve the community (the area in which the school is located), involving and enlisting community participation. The Lutheran school must be sensitive to local and state requirements and community needs if it is to be effective within that community.

RESPOND TO THE FOLLOWING:

- A. Briefly describe your program of public relations to the community.
- B. How does the school serve its students’ families?
- C. What services does the school provide for the community?

ATTACHMENTS:

- A sampling of public relations material.
- Your enrollment policy.
- Your school calendar.
- The parent- teacher organization’s programs for the year.
- Your school’s non- discrimination policy.
- Parent/Student handbooks.

REQUIRED INDICATOR OF SUCCESS:

Indicate whether or not the school meets the required indicator of success by circling YES or NO.

YES NO *2:10 A statement of nondiscrimination is evident in school printed materials and assures that students are admitted without regard to race, color, or national origin.

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.

Mostly Met—The indicator of success has been partially accomplished by the school. Documentation and evidence regularly indicate that the school is well on the way toward full accomplishment of the indicator.

Rarely Met—Infrequent implementation of an indicator of success. This indicator rarely occurs in the school and

evidence and documentation for compliance are minimally present. □

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

2:11 An effective public relations program communicates information about the school to its constituents and to all segments of the community in which it is located.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

2:12 The use of volunteers in the school's educational program and student services enhances student growth.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

2:13 Teachers use educational resources of the congregation and the community to facilitate student growth.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

2:14 The school has a parent- teacher organization and/or other parent support groups.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

2:15 Parent- education programs and resources are available through the school.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

2:16 All parents and family members of prospective, former, and current students, whether members or non- members of the operating congregation(s), are made to feel welcome at the school and the operating congregation(s).
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

2:17 All staff are encouraged to participate in community activities and service organizations.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

2:18 The school facilities are available, when practical, for use by appropriate community groups and activities.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

2:19 The length and number of school days meets or exceeds any required state regulations.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

2:20 The school maintains good relations with the local public schools.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

Total _____

COMMENT ON THE WHOLE SUBSECTION ON SCHOOL AND COMMUNITY:

- A. Is the required indicator of success met?
- B. Is the total for the indicators of success a minimum of 20 points?
- C. Based on this portion of the self-study, what are the strengths of your school?

-
- D. Based on the concerns identified in your self-study, you will develop future plans to improve your school. Identify every item marked as less than “Met in Full” with specific plans for action to be taken by the school over the next cycle of accreditation. Any areas identified as needing improvement in the “Respond to:” component must also be included in the proposed school action plan and addressed in the cumulative annual report.

Section II-C: School Climate

OVERVIEW:

The Lutheran school is more than an assembly of people. It is a community of people, redeemed by God through Jesus Christ, in which all members are affirmed because of their forgiveness through Him. Christ’s love motivates us to develop an atmosphere in which each member of the community may experience his individuality and contribute to the community. Members of this community recognize, value, and respect the needs of others for acceptance, love, correction, approval, and attention. All activities within the school, therefore, help to design, create, and foster this climate.

RESPOND TO THE FOLLOWING:

- A. Describe the climate of your school and its impact on the lives of students.
- B. Describe the worship experiences in which students and staff participate.
- C. In what ways do faculty members and administrators support one another?
- D. What are the characteristics of the teaching/learning environment that make it appropriate for each level of child served by your school (e.g. middle grades, early childhood, primary)?

ATTACHMENTS:

- Your most recent form used to survey parents, teachers, and students about school climate. (See “Administrator’s Manual,” p. 34 ff.) Summarize the results.
- Discipline materials.

REQUIRED INDICATOR OF SUCCESS:

Indicate whether or not the school meets the required indicator of success by circling YES or NO. Evaluate the level of implementation for each of the other indicators of success, total your points, and explain your responses in the comment section.

YES	NO	*2:21 A developmentally appropriate teaching/learning environment is evident.
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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.

Mostly Met—The indicator of success has been partially accomplished by the school. Documentation and evidence regularly indicate that the school is well on the way toward full accomplishment of the indicator.

Rarely Met—Infrequent implementation of an indicator of success. This indicator rarely occurs in the school and evidence and documentation for compliance are minimally present.

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

2:22 A loving, Christian climate is obvious throughout the school and during all school activities.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

2:23 Students, teachers, and administrators respect each other as individual, fellow members of the body of Christ.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

2:24 Where desirable and practical, faculty members, parents, legal care-givers, and students participate in making school decisions.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

2:25 Students demonstrate love for all people out of love for Christ.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

2:26 Student behavior is appropriate to encourage growth, and to maintain the school's chosen teaching/learning environment.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

2:27 Students' spiritual needs are given appropriate help by church and school.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

2:28 The legal rights of parents, legal caregivers, teachers, and students are protected.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

2:29 Students worship together daily either in each classroom or in an appropriate worship experience with other students.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

2:30 Students are helped to grow in self-control out of love for Christ.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

2:31 Faculty members and administrators are supportive of one another.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

2:32 Students and staff demonstrate a positive school spirit.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

2:33 Staff members understand and relate appropriately with students.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

2:34 Staff members understand and relate appropriately with families.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

Total _____

COMMENT ON THE WHOLE

SUBSECTION ON SCHOOL CLIMATE:

- A. Is the required indicator of success met?
- B. Is the total for the indicators of success a minimum of 26 points?
- C. Based on this portion of the self-study, what are the strengths of your school?

- D. Based on the concerns identified in your self-study, you will develop future plans to improve your school. Identify every item marked as less than "Met in Full" with specific plans for action to be taken by the school over the next cycle of accreditation. Any areas identified as needing improvement in the "Respond to:" component must also be included in the proposed school action plan and addressed in the cumulative annual report.

Add the point totals from the three subsections related to Section II, Relationships to determine the total score for Section II. 62 points are required to demonstrate compliance with the standard.

Total Points: _____

Section III: Leadership

Leadership of the school is a major factor in the successful development, implementation, and evaluation of the school. The leadership comes from a variety of people and groups. The primary leadership components are the governing body and the appointed administrator(s), and those two subsections are the focus of this area of the self-study report.

STANDARD 3:

The School Is Governed and Administered According to Written Policy.

Note: Indicators of success will be divided into two categories: governance and administration. There will be introductory comments and necessary responses for each section, in addition to the responses to the indicators.

Section III-A: Governance

OVERVIEW:

As the policy-making agency for the school, it is vital that the Board of Christian Education (school board) understands its role and function, operates efficiently, and keeps accurate records.

RESPOND TO THE FOLLOWING:

- A. How are governing board members and officers selected?
- B. Describe the governing board, indicating its membership, responsibilities and meeting times.
- C. How are board policies and minutes obtained for examination?
- D. How are the school's community and operating congregation(s) informed of the governing board's policies, decisions and plans?
- E. Which major decisions has the board made in the past three years?
- F. Which needs have been identified, but not yet resolved?
- G. What model or plan does your school use for systematic planning?
- H. How many board actions provided benefits for students and their families?

ATTACHMENTS:

- Your Board of Christian Education (Governing Board) Handbook or Policy Manual.
- Your board's policy about the roles of the board, administrator, and pastor.
- File of School Annual Statistics Reports.

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 authority, responsibilities and/or limitations of the governing authority.
- YES NO *3:02 The operating organization has written policies clearly defining governing authority membership.
- YES NO *3:03 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.

Mostly Met—The indicator of success has been partially accomplished by the school. Documentation and evidence regularly indicate that the school is well on the way toward full accomplishment of the indicator.

Rarely Met—Infrequent implementation of an indicator of success. This indicator rarely occurs in the school and evidence and documentation for compliance are minimally present. □

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

3A:04 The governing authority provides for grievance and due-process resolution procedures.
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

3A:05 The governing authority has clearly defined policies regarding open attendance at meetings and executive sessions.
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

3A:06 The governing authority meets regularly.
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

3A:07 Minutes are kept for each meeting and circulated to all members.
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

3A:08 Governance policies are determined at official meetings and recorded in the minutes.
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

3A:09 Governing authority policies are collected into a policy manual, separate from the minutes.
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

3A:10 The governing authority makes appropriate reports to the operating organization(s).
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

3A:11 Comprehensive job responsibilities and/or limitations are in place for the administrator.
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

3A:12 The governing authority receives reports from the administrator at each meeting.
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

- 3A:13 The governing authority evaluates the head administrator annually based on job description.
 ___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** _____
- 3A:14 The governing authority has written policies or position descriptions clearly delineating relationships with the head administrator (and pastor[s] if appropriate).
 ___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** _____
- 3A:15 Based on systematic strategic planning, the governing authority establishes written long-range goals or desired outcomes.
 ___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** _____
- 3A:16 The governing authority establishes policies that provide for sound budget planning and fiscal operations.
 ___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** _____
- 3A:17 The governing authority has in place a needs assessment process integral to school-wide systematic planning.
 ___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** _____
- 3A:18 The governing authority has a process in place for evaluating the effectiveness of the school.
 ___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** _____
- 3A:19 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)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** _____
- 3A:20 Neither the governing authority nor its individual members involve themselves in the day-to-day operations management of the organization.
 ___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** _____
- 3A:21 The governing authority monitors itself for adherence to policies.
 ___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** _____

Total _____

COMMENT ON THE WHOLE SUBSECTION ON GOVERNANCE:

- Are the required indicators of success met?
- Is the total for the indicators of success a minimum of 36 points?
- Based on this portion of the self-study, what are the strengths of your school?

- Based on the concerns identified in your self-study, you will develop future plans to improve your school. Identify every item marked as less than “Met in Full” with specific plans for action to be taken by the school over the next cycle of accreditation. Any areas identified as needing improvement in the “Respond to:” component must also be included in the proposed school action plan and addressed in the cumulative annual report.

Section III-B: Administration

OVERVIEW:

Effective administration is a key element of a successful Lutheran school. Administrative leadership is necessary if the school is to be effective with students, parents, personnel and the Governing Board. The administrator's tasks are vital to the school's success.

RESPOND TO THE FOLLOWING:

- A. Describe the school's administration.
- B. How do administrators fulfill their responsibilities in formulating and managing the school budget?
- C. In what ways does the school administration use leadership skills in the congregation, community, and professional organizations?
- D. Describe the relationship of administration to the volunteers and non-teaching staff of the school.
- E. Describe the process of instructional supervision.

ATTACHMENTS:

- * The administrator's job description.

REQUIRED INDICATORS OF SUCCESS:

Indicate whether or not the school meets the required indicators of success by circling YES or NO.

YES	NO	* 3B:22 The administrator demonstrates a personal Christian faith, a commitment to Lutheran education, and a dedication to the teaching ministry of the governing authority.
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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.

Mostly Met—The indicator of success has been partially accomplished by the school. Documentation and evidence regularly indicate that the school is well on the way toward full accomplishment of the indicator.

Rarely Met—Infrequent implementation of an indicator of success. This indicator rarely occurs in the school and evidence and documentation for compliance are minimally present. □

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

3B:23 The school administrator is on the LCMS roster or is actively working toward a colloquy.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

3B:24 The administrator holds current, appropriate state certification.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

3B:25 The administrator has a master's degree in education, with no less than 12 semester hours in administration or supervision, or is actively working toward such a degree. (The administrator of an early childhood center has 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) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

3B:26 The administrator participates in conferences and conventions which are required by the Synodical Handbook and in other appropriate conferences.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

3B:27 The administrator is a member of the Lutheran Education Association and at least one other professional organization and regularly reads professional periodicals.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

3B:28 The administrator is active in the whole educational ministry of the operating congregation.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

3B:29 Adequate time is provided for administrative duties. The school administrator is released from teaching duties for at least 1/4 of each day for every 50 students enrolled. (If administrative duties are shared, then released time should be shared.)

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

3B:30 The administrator works together with the local public schools at every opportunity.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

3B:31 Adequate secretarial help is available. A secretary is available for school purposes for at least 1/4 of each school day for every 50 students enrolled.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

3B:32 Levels of responsibility and accountability are clearly defined for all support staff (secretarial, maintenance, cafeteria, transportation, etc.).

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

3B:33 The administrator consults regularly with pastor(s) and teachers individually and collectively.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

3B:34 The administrator visits each classroom and evaluates individual teacher performance at least annually. These evaluations are discussed with the teacher and then reported in summary to the board.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

3B:35 The administrator provides an ongoing program of professional staff supervision for the improvement of instruction.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

3B:36 Accurate, current files are kept for each staff member (professional and support) and students.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

3B:37 The administrator provides leadership in curriculum development, staff development, congregational

service, public relations, student evaluation and all other school related activities. Levels of responsibility and accountability are clearly defined.

___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

3B:38 Levels of responsibility and accountability are clearly defined for all professional and volunteer staff persons.

___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

3B:39 Responsibility and limitations for the development and administration of the school's budget and finances are clearly defined.

___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

3B:40 The administrator provides spiritual leadership for the school community and in the congregation(s) through word and example.

___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

3B:41 The administrator relates appropriately with students of all ages.

___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

3B:42 The administrator relates appropriately with families.

___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

3B:43 The administrator provides leadership for implementation of current educational technology—including necessary staff development and training.

___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

3B:44 The administrator provides leadership in securing funds and resources which may include individual, private, corporate and/or governmental sources.

___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

3B:45 The administrator compiles such policies, procedures or practices as appropriate for effective communication to the various school communities into student and/or parent handbooks/manuals.

___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

Total _____

COMMENT ON THE WHOLE SUBSECTION ON ADMINISTRATION:

- A. Are the required indicators of success met?
- B. Is the total for the indicators of success a minimum of 46 points?
- C. Based on this portion of the self-study, what are the strengths of your school?

- D. Based on the concerns identified in your self-study, you will develop future plans to improve your school. Identify every item marked as less than "Met in Full" with specific plans for action to be taken by the school over the next

cycle of accreditation. Any areas identified as needing improvement in the “Respond to:” component must also be included in the proposed school action plan and addressed in the cumulative annual report.

- Add the point totals from the two subsections related to Section III, Leadership to determine
- the total score for Section III. 82 points are required to demonstrate compliance with the standard.
-
- Total Points: _____

Section IV: Personnel

A competent staff is essential to a quality Lutheran school. The performance of the instructional, administrative, and auxiliary personnel, functioning as a unit, should reflect the stated philosophy and objectives of the school.

RESPOND TO THE FOLLOWING:

- A. State the educational requirements and/or credentials for your professional personnel.
- B. What is the student/teacher ratio?
- C. Describe the content and frequency of staff meetings and evaluate their effectiveness.
- D. Describe how new staff members are helped to become successful members of the faculty and integrated into congregational life.
- E. Describe ways in which teachers demonstrate their personal relationship with Jesus Christ and their dedication to the Lutheran teaching profession.
- F. Describe the entire process, including background checks, used in engaging faculty and staff.
- G. Describe the ways teachers are equipped in current instructional technology.
- H. Describe the ways staff members are equipped in current technology.

ATTACHMENTS:

- * Your staff development plan.
- * Policy and Procedures on Preparing Volunteers.
- * The faculty handbooks.
- * Job descriptions for all positions.

STANDARD 4:

**A Qualified and Competent
Staff Serves the School.**

REQUIRED INDICATOR OF SUCCESS:

Indicate whether or not the school meets the required indicator of success by circling YES or NO.

YES NO 4:01* 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.

Mostly Met—The indicator of success has been partially accomplished by the school. Documentation and evidence regularly indicate that the school is well on the way toward full accomplishment of the indicator.

Rarely Met—Infrequent implementation of an indicator of success. This indicator rarely occurs in the school and evidence and documentation for compliance are minimally present. □

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

4:02 All full- time faculty members are on or eligible to be on the roster of the Synod.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

4:03 Professional staff members have appropriate teaching certificate(s) from the state and meet requirements for their specific assignments.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

4:04 All teachers hold a bachelor's degree.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

4:05 The average student/professional personnel ratio is appropriate for the age and level of the students and ensures optimal student growth. The number of staff persons is adequate to provide effective instruction and supervision for students at all school activities.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

4:06 Support staff (e.g. teacher assistants, student teachers, nurse) meets state standards for their specific assignments.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

4:07 Appropriate policies related to support staff are established and practiced.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

4:08 Adequate training for support staff is provided.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

4:09 Appropriate policies and training for volunteers is in place.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

4:10 Adequate training for support staff is provided.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

4:11 If specialists (e.g., counseling, guidance, special education, physical or occupational therapy, reading, speech) are needed by students in the school, the school provides them or makes referrals to specialist as appropriate.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

4:12 Academic transcripts, copies of state teaching certificates, and other necessary information about all

professional personnel are kept on file in the office.

___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** _____

4:13 Processes for teacher supervision/evaluation/growth have been adopted and are implemented by the administrator.

___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** _____

4:14 Teachers attend workshops, conferences, seminars and training appropriate to their position. LCMS rostered teachers are provided with opportunities to attend LCMS events.

___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** _____

4:15 Each teacher demonstrates a personal relationship with Jesus Christ and a commitment to teaching Lutheran teaching.

___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** _____

4:16 Each teacher is a member of at least one professional organization.

___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** _____

4:17 A program of staff development is provided wherein professional personnel have opportunities and support for professional and spiritual growth.

___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** _____

4:18 A nondiscriminatory salary and benefit scale has been adopted by the board and implemented for all personnel.

___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** _____

4:19 Teachers who have congregational leadership responsibilities (e.g. music, youth, part time educational agencies, athletics) are given appropriate time and compensation for those responsibilities.

___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** _____

4:20 Opportunity and support are provided so that all teachers are equipped in current instructional technology.

___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** _____

Total _____

COMMENT ON THE WHOLE SUBSECTION ON PERSONNEL:

- A. Is the required indicator of success met?
- B. Is the total for the indicators of success a minimum of 38 points?
- C. Based on this portion of the self-study, what are the strengths of your school?

- D. Based on the concerns identified in your self-study, you will develop future plans to improve your school. Identify every item marked as less than “Met in Full” with specific plans for action to be taken by the school over the next cycle of accreditation. Any areas identified as needing improvement in the “Respond to:” component must also be included in the proposed school action plan and addressed in the cumulative annual report.

Section V: Curriculum

Although in its broad sense, curriculum includes instructional materials, in this section it is narrowed to mean the planned process and expectations of student beliefs learning and skills.

RESPOND TO THE FOLLOWING:

- A. How is the curriculum affected by the needs of your community?
- B. Indicate resources used in the construction of your curriculum (e.g. state mandates, local public school curriculum, "Integrating the Faith," achievement test objectives).
- C. Describe any curriculum changes made in the past three years and indicate the impact of these changes on student achievement.
- D. What percent of each school week is allotted each subject (activity) at each level? Compare this with state recommendations.
- E. List any standardized tests given, an analysis of the results for each grade (level) for the past three years, and how this information is used to evaluate and improve student achievement.

ATTACHMENTS:

- * A set of learner outcomes (objectives) for one of the following subjects: religion, mathematics, science, social studies, or reading. Make available to the team on-site all learning outcomes (objectives) in a curriculum guide or separately for each subject (religion, mathematics, science, reading, language arts, social studies, art, music, physical education, and technology education). Early childhood centers need not segment learner outcomes into subjects
- * A current schedule for each classroom, indicating clearly which subjects (activities) are taught at which times.

STANDARD 5:

The School Has a Written Curriculum
that Integrates the Faith and Is Supported
by Appropriate Materials and Resources.

REQUIRED INDICATORS OF SUCCESS:

Indicate whether or not the school meets the required indicators of success by circling YES or NO.

YES NO 5:01* The teaching of the Christian faith is recognized as the major purpose of the school, is allotted appropriate time in the daily schedule, and is integrated intentionally throughout the curriculum.

YES NO 5:02* 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.

Mostly Met—The indicator of success has been partially accomplished by the school. Documentation and evidence regularly indicate that the school is well on the way toward full accomplishment of the indicator.

Rarely Met—Infrequent implementation of an indicator of success. This indicator rarely occurs in the school and evidence and documentation for compliance are minimally present.

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

5:03 Curriculum is used as an opportunity to proclaim the Gospel.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

5:04 All state-mandated programs are implemented unless they conflict with the school philosophy.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

5:05 Learner outcomes (objectives) are written with concern evident for measurability, expected levels of achievement, scope, sequence, correlation, state mandates, and cultural diversity.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

5:06 Time allotted to each curricular area is age appropriate and meets or exceeds any state standards.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

5:07 Learning experiences are built upon previous learning and prepare students to succeed at the next level of education and in life.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

5:09 Parents are informed about the curriculum and participate in its evaluation.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

5:10 Curricular materials are selected by the faculty and administrator. Board policy is followed for the approval and purchase of these materials.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

5:11 Individual student growth equals or exceeds expectations based on ability assessment.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

5:12 Learning materials are selected to assist the achievement of the desired learner outcomes (objectives).
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

Total _____

COMMENT ON THE WHOLE SUBSECTION ON CURRICULUM:

- A. Are the required indicators of success met?
 - B. Is the total for the indicators of success a minimum of 18 points?
 - C. Based on this portion of the self-study, what are the strengths of your school?
-

-
- D. Based on the concerns identified in your self-study, you will develop future plans to improve your school. Identify every item marked as less than “Met in Full” with specific plans for action to be taken by the school over the next cycle of accreditation. Any areas identified as needing improvement in the “Respond to:” component must also be included in the proposed school action plan and addressed in the cumulative annual report.

Please comment on your religion curriculum:

- A. Strengths of your religion curriculum.
- B. What needs improvement?
- C. Plans for improvement.

Please comment on your mathematics curriculum:

- A. Strengths of your mathematics curriculum.
- B. What needs improvement?
- C. Plans for improvement.

Please comment on your language arts curriculum:

- A. Strengths of your language arts curriculum.
- B. What needs improvement?
- C. Plans for improvement.

Please comment on your reading curriculum:

- A. Strengths of your reading curriculum.
- B. What needs improvement?
- C. Plans for improvement.

Please comment on your social studies curriculum:

- A. Strengths of your social studies curriculum.
- B. What needs improvement?
- C. Plans for improvement.

Please comment on your science curriculum:

- A. Strengths of your science curriculum.
- B. What needs improvement?

- C. Plans for improvement.

Please comment on your music curriculum:

- A. Strengths of your music curriculum.
- B. What needs improvement?
- C. Plans for improvement.

Please comment on your art curriculum:

- A. Strengths of your art curriculum.
- B. What needs improvement?
- C. Plans for improvement.

Please comment on your physical education curriculum:

- A. Strengths of your physical education curriculum.
- B. What needs improvement?
- C. Plans for improvement.

Please comment on your technology education curriculum:

- A. Strengths of your technology education curriculum.
- B. What needs improvement?
- C. Plans for improvement.

SECTION VI: INSTRUCTION

Instruction is the way teachers help students achieve the planned learner outcomes (objectives) in the school's curriculum. The instructional resources of a school may be housed in a separate media center, in individual classrooms, or in some combination of the two. In whatever form, the resources of the school will be effective for carrying out the objectives of the school when they are of sufficient quantity and variety, when they are carefully selected to meet the needs of students, when they are available to teachers and students, and when they are properly maintained.

RESPOND TO THE FOLLOWING:

- A. Which teaching methods are used most often?
- B. Describe the process of reporting learner progress to parents and/or other caregivers.
- C. In which varieties of learning experiences do students participate? How are these based on student needs for the next level of education and success in life?
- D. Describe how current technology is used to enhance the instructional process.
- E. Describe which instructional materials, other than textbooks, are used regularly by teachers and students.
- F. Describe the holdings in your media center and professional library.
- G. How do teachers use instructional materials to communicate the Christian faith?
- H. If you have no central library or media center, please explain. (If none, items F and G are not applicable.)
- I. How are new teachers and students oriented to the media center?
- J. How, and from which funds, are media center materials procured?
- K. What is the total number of library books (classroom libraries and central library or media center combined)?
- L. What on-line access is available at school?

ATTACHMENTS:

- * Report cards and other report forms that are in current use.
- * List and describe any innovations or changes in methodology and/or content that have been incorporated into the school program in the last three years and how teachers have been prepared to use these methods or help students master the new content.
- * Ethical use policy for use of technology, equipment and software.
- * An inventory list of instructional hardware and equipment used by both teachers and students.
- * A list of classroom and library reference materials. Give copyright date for each.
- * The school's short range and long range technology plans. Include the review schedule and procedures for review of the plans.
- * List of classroom materials and furnishings.

STANDARD 6:

**Christian Teachers Facilitate Student Learning
to Achieve the Planned Outcomes of the**

School's Curriculum.

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* All curricular areas are taught from the perspective of Lutheran theology. Personal witness and Holy Scripture are integrated throughout the day.

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.

Mostly Met—The indicator of success has been partially accomplished by the school. Documentation and evidence regularly indicate that the school is well on the way toward full accomplishment of the indicator.

Rarely Met—Infrequent implementation of an indicator of success. This indicator rarely occurs in the school and evidence and documentation for compliance are minimally present. □

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

- 6:02 Instruction is based upon age-appropriate planned learner outcomes.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** _____
- 6:03 A variety of teaching methods/learning experiences are used to meet the individual needs of students.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** _____
- 6:04 Teachers prepare written weekly and daily lesson plans.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** _____
- 6:05 Students with special needs have education programs designed to meet their needs.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** _____
- 6:06 Frequent reports of each student's progress are made to parents or legal caregivers in conferences and in written form.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** _____
- 6:07 Materials are available and used for children with special needs such as remediation, enrichment, and extension of learning.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** _____
- 6:08 A variety of instructional/learning materials and equipment are readily available and used by teachers and learners.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** _____
- 6:09 Instructional/learning materials do not conflict with Lutheran theology and are selected with

consideration for Christian standards.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

6:10 The professional library of books and periodicals is adequate and current.
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

6:11 Reliable equipment for the reproduction of paper materials is available.
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

6:12 Current reference materials are available (e.g. encyclopedias, dictionaries, current events materials).
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

6:13 All media and other library materials are classified and catalogued according to an accepted system.
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

6:14 The media center holds a balanced collection of print materials, non- print materials, and teaching/learning equipment which is sufficient in quantity and quality to meet the educational needs of the students.
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

6:15 The media center is easily accessible by all children and staff throughout each school day.
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

6:16 The school has adopted and put in place a comprehensive technology plan. The plan includes, but is not limited to: staff development; budget; hardware and software inventories; designated technology leadership; accessibility of technology to students, staff and school communities; integration into the curriculum; acceptable and ethical use policy; and a time line for the process of informing and involving the school's communities in the decision-making process. The technology plan is reviewed periodically, and when appropriate, revised.
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

COMMENT ON THE WHOLE SUBSECTION ON INSTRUCTION:

- A. Is the required indicator of success met?
- B. Is the total for the indicators of success a minimum of 30 points?
- C. Based on this portion of the self-study, what are the strengths of your school?

- D. Based on the concerns identified in your self-study, you will develop future plans to improve your school. Identify every item marked as less than "Met in Full" with specific plans for action to be taken by the school over the next cycle of accreditation. Any areas identified as needing improvement in the "Respond to:" component must also be included in the proposed school action plan and addressed in the cumulative annual report.

Section VII: Student Services

Student services (student growth and guidance activities) are offered to meet the needs and foster the growth of each student.

RESPOND TO THE FOLLOWING:

- A. How are students selected for admission to your school?
- B. With which type or level of student is your school most effective?
- C. Explain your disciplinary code/standard.
- D. How is misbehavior handled? How are God's Law and Gospel applied?
- E. What counseling services are available to students and their parents?
- F. What process is used to assist teachers in the guidance of their students?
- G. What orientation strategies are used to ensure a satisfactory bridge between home and school at the entrance of each new student?
- H. What strategies are used to ensure a satisfactory articulation to the next level of schooling?
- I. Which student activities does your school offer?
- J. In which ways do students show their faith through student activities?
- K. How are supervisors prepared for supervising students during activities?
- L. Describe any before or after school care programs.
- M. Describe any childcare services that are part of, or affiliated with, the school.
- N. Describe school practices related to the supervision of children who come to school early and/or stay after school.
- O. How are care personnel selected and equipped?

ATTACHMENTS:

- Sample copy of Student Cumulative Record.
- Discipline Policies and Procedures.

STANDARD 7:

The School Plans for and Provides Resources and Activities for Students Beyond the Standard Classroom Instruction.

REQUIRED INDICATOR OF SUCCESS:

Indicate whether or not the school meets the required indicator of success by circling YES or NO.

YES NO 7:01 *All services offered by the school meet or exceed all state and local requirements.

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.

Mostly Met—The indicator of success has been partially accomplished by the school. Documentation and evidence regularly indicate that the school is well on the way toward full accomplishment of the indicator.

Rarely Met—Infrequent implementation of an indicator of success. This indicator rarely occurs in the school and evidence and documentation for compliance are minimally present.

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

Category VII-A: Counseling and Guidance

OVERVIEW:

Evaluate the level of implementation for each of the other indicators of success. Tally and record your point total at the end of this section.

7A:02 All student applicants are admitted according to established written admission criteria.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

Comments:

7A:03 The parents/legal caregivers of all new applicants are interviewed.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

Comments:

7A:04 Permanent cumulative records for each student are maintained, stored, and shared as appropriate and according to state and federal law.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

Comments:

7A:05 The school has an established, written procedure for handling misbehavior, including possible punishments, which incorporates provisions for the due process rights of students.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

Comments:

7A:06 The school has written procedures for handling students’ emotional, social and psychological needs.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

Comments:

7A:07 The school has established procedures for evaluating students for promotion and/or graduation.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

Comments:

Category VII-B Food Services

OVERVIEW:

Evaluate the level of implementation for each of the other indicators of success. Tally and record your point total at the end of this section.

7B:08 Provisions are made for appropriate storage of food brought from home.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

COMMENTS:

7B:09 Milk or fruit juice is available for all students and is stored and delivered in a hygienic method.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

COMMENTS:

7B:11 Care is taken to ensure cleanliness where meals or snacks are eaten.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

COMMENTS:

7B:12 State law and local food services ordinances are met.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

COMMENTS:

Subtotal _____

Category VII-C

Activities

OVERVIEW:

Evaluate the level of implementation for each of the other indicators of success. Tally and record your point total at the end of this section.

7C:13 The school provides a variety of extra-curricular and co-curricular activities which meet the needs and interests of the students and reflect the mission of the school.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

COMMENTS:

7C:14 Each activity is carefully supervised by appropriately trained personnel.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

COMMENTS:

7C:15 All activities are appropriate for the age level of the students involved and based on appropriate student outcomes.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

COMMENTS:

7C:16 Through these activities, students have opportunities to share their Christian faith.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

COMMENTS:

7C:17 All those who supervise activities know and accept the mission of the school.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** _____

COMMENTS:

Subtotal _____

ANSWER THE FOLLOWING QUESTIONS:

- A. Is the REQUIRED Indicator of Success complete and available for review? _____
- B. What is your GENERAL Indicators of Success point total for Standard 7? _____
- C. Is the total for the GENERAL Indicators of Success a minimum of 32 points? _____
- D. Have you provided comments or explanation for proposed actions to meet any of the GENERAL Indicators of Success that have not been fully met?

SECTION VIII: HEALTH AND SAFETY

The school is responsible for the health and safety of the students when they are on the school premises or on a school-sponsored field trip.

RESPOND TO THE FOLLOWING:

- A. Describe and list the dates and times of drills for possible emergencies in the past year.
- B. How have your teachers been trained to ensure the safety and protection of their students and to handle medical emergencies and crisis intervention?
- C. How are students protected from outsiders before, during and after school?
- D. What provisions are made to inform students about, and/or eliminate practices detrimental to the health of students (i.e. drugs, alcohol, and poor nutrition)?
- E. How are health records maintained and used?
- F. Describe the food services provided.
- G. Describe the lunch/snack procedures and provide a sample weekly menu or snack list.
- H. Who is responsible for ensuring proper hygiene relating to food handling, preparation, serving, storage, and eating?
- I. How does your school meet state and local ordinances for food services at your school?

ATTACHMENTS:

- * Crisis Plan.
- * Emergency Disaster Evacuation Plan.
- * Procedures for Dispensing Medication.
- * Wellness Plan.

STANDARD 8:

The School Maintains A Safe and Healthy Environment.

REQUIRED INDICATOR OF SUCCESS:

Indicate whether or not the school meets the required indicator of success by circling YES or NO.

YES NO 8:01* There is compliance with all federal, state, and local health and safety regulations which pertain to the following topics: Emergency evacuation drills (e.g., fire, flood, tornado, earthquake); reporting of suspected child abuse; reporting communicable diseases and transferable infections; maintaining health records for students and staff; dispensing of medicines; building inspections; posting emergency fire, police, ambulance contact phone numbers; labeling and storing of toxic chemicals; transportation; food service.

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.

Mostly Met—The indicator of success has been partially accomplished by the school. Documentation and evidence regularly indicate that the school is well on the way toward full accomplishment of the indicator.

Rarely Met—Infrequent implementation of an indicator of success. This indicator rarely occurs in the school and evidence and documentation for compliance are minimally present.

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

8:02 Crossing guards, lanes, and school speed zones are provided where needed.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

8:03 A safe, carefully supervised procedure for loading and unloading students in cars, buses, and other vehicles is in effect.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

8:04 Where possible, annual vision and hearing tests are conducted.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

8:05 First aid supplies are available and readily accessible to authorized personnel.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

8:06 Students and teachers observe proper safety precautions when working with special materials, tools, and equipment.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

8:07 Care is taken to ensure cleanliness while meals or snacks are eaten.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

Total _____

COMMENT ON THE WHOLE SUBSECTION ON HEALTH AND SAFETY:

- A. Is the required indicator of success met?
- B. Is the total for the indicators of success a minimum of 12 points?
- C. Based on this portion of the self-study, what are the strengths of your school?

- D. Based on the concerns identified in your self-study, you will develop future plans to improve your school. Identify every item marked as less than "Met in Full" with specific plans for action to be taken by the school over the next cycle of accreditation. Any areas identified as needing improvement in the "Respond to:" component must also be included in the proposed school action plan and addressed in the cumulative annual report.

Section IX: Facilities

The Lutheran school's physical facilities include the building, land, equipment, maintenance of the property, and provisions for health, safety, and sanitation. The school is both a place for learning and an instrument of learning. As a place for learning, it should help children grow spiritually, physically, mentally, socially, emotionally, and aesthetically. As an instrument used in the learning process, it should demonstrate principles of beauty, harmony, order, and utility. Its decor should point people to the God they love and serve.

RESPOND TO THE FOLLOWING:

- A. Describe how general maintenance and repair of the physical facilities are ensured.
- B. Describe the maintenance and cleaning schedule of your facility.
- C. What is the relationship of the school administrator and faculty with the custodial staff?
- D. What part of your physical plant has been changed in the last three years?
- E. What long-range plans do you have for ground and site development?
- F. Summarize the results of the questionnaires about physical facilities given to instructional, custodial, and clerical staff members. (See the NLSA Administrator's Manual Appendices H, I, and J.)

ATTACHMENT:

- * A diagram of the school floor plan. Show all classroom areas, library, recreational areas, offices, restrooms, storage areas, hallways, etc. For classroom/instructional areas, show room dimensions, indicate room capacity, and diagram arrangement of furniture.

STANDARD 9:

All Buildings, Grounds, and Equipment
Support Student Learning and Conform Fully
to All Applicable Laws and Building Codes.

REQUIRED INDICATORS OF SUCCESS:

Indicate whether or not the school meets the required indicators of success by circling YES or NO.

YES NO 9:01* All facilities are safe and free of hazards.

YES NO 9:02* All facilities conform fully with all applicable laws and health, safety, and building codes.

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.

Mostly Met—The indicator of success has been partially accomplished by the school. Documentation and evidence regularly indicate that the school is well on the way toward full accomplishment of the indicator.

Rarely Met—Infrequent implementation of an indicator of success. This indicator rarely occurs in the school and evidence and documentation for compliance are minimally present. □

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

9:03 Buildings, grounds, and equipment are well maintained, attractive and appropriate for the age and number of students.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

9:04 The playground/athletic field has fences or other restraints to prevent students from going onto streets or adjoining property and to prevent vehicular traffic during school hours.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

9:05 The size and design of the buildings and teaching/learning areas are appropriate for the school's programs and achievement of learner outcomes (objectives) and provide for special needs.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

9:06 The buildings are cleaned daily and the washrooms are sanitary.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

9:07 School furniture is appropriate to the physical requirements of the students, adequate for the demands of the program, and sufficient in quantity.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

9:08 The school administrator(s) participates in the supervision of those who maintain the physical facilities.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

9:09 Physical facilities give specific (crosses, signs, etc.) and non-specific (attractive, adequate, etc.) Christian witness to the community.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

9:10 All teaching/learning areas are properly ventilated and lighted and have adequate space for the number and size of the students.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

9:11 Adequate and appropriate space is provided for offices, health rooms, recreation, a library/media center, and small group instruction.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

COMMENT ON THE WHOLE

SUBSECTION ON FACILITIES:

- A. Are the required indicators of success met?
 - B. Is the total for the indicators of success a minimum of 18 points?
 - C. Based on this portion of the self-study, what are the strengths of your school?
-
-

- D. Based on the concerns identified in your self-study, you will develop future plans to improve your school. Identify every item marked as less than “Met in Full” with specific plans for action to be taken by the school over the next cycle of accreditation. Any areas identified as needing improvement in the “Respond to:” component must also be included in the proposed school action plan and addressed in the cumulative annual report.

Section X: Finance

Adequate and appropriate financial support is necessary for the school to achieve its mission.

RESPOND TO THE FOLLOWING:

- A. Describe the financial and fee structure used in this school (i.e., tuition, free-will offering, members, nonmembers).
- B. List all types of third source funding and government aid received.
- C. Describe the procedures followed for budgeting for and purchase of equipment and teaching/learning materials for the various levels and departments.
- D. Give the operating expenditure budgeted per student for the current school year. (Please use the synodical statistical report format to determine the amount.)
- E. Give the operating expenditure budgeted per student for the previous school year.
- F. Identify sources (and amounts) of income for the last school year. Include, if applicable: Congregation, tuition/fees, fundraising, development (gifts), endowment, government aid, student scholarship, and other (specify).

ATTACHMENTS:

- * The current itemized school budget and a final itemized financial report for the past three years.
- * Your current schedule for tuition and fees.
- * The policy and procedures related to financial assistance.
- * The school's current salary and benefit scale and the district's suggested salary scale. Compare actual salaries with the scales.
- * Copies of auxiliary organizations' budgets where applicable.
- * A copy of the three-year financial plan.

STANDARD 10:

The School Has a Financial Plan to Accomplish Its Mission.

REQUIRED INDICATOR OF SUCCESS:

Indicate whether or not the school meets the required indicator of success by circling YES or NO.

YES NO 10:01* The school has a financial plan for the next three years to ensure continuing financial support adequate to provide a quality educational program, including necessary staff, adequate facilities and equipment, instructional resources, and other support services to achieve the goals of the school and promote student growth.

YES NO 10:02* The school has a three-year financial plan, based on sound, realistic assumptions, supported by empirical data, to ensure continuing financial support. The plan provides for a quality educational program including

necessary staff, adequate facilities and equipments, instructional resources and other support services that allow the school to achieve its 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 evidence and documentation.

Mostly Met—The indicator of success has been partially accomplished by the school. Documentation and evidence regularly indicate that the school is well on the way toward full accomplishment of the indicator.

Rarely Met—Infrequent implementation of an indicator of success. This indicator rarely occurs in the school and evidence and documentation for compliance are minimally present. □

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

10:03 The congregation(s) provides financial support for the school.
___ Met in Full (3) ___ Mostly Met (2) ___ Rarely Met (1) ___ Not Presently Met (0) _____

10:04 The school administrator is responsible for developing and recommending a budget and managing the budget (expenditures).
___ Met in Full (3) ___ Mostly Met (2) ___ Rarely Met (1) ___ Not Presently Met (0) _____

10:05 The board approves the budget for the school.
___ Met in Full (3) ___ Mostly Met (2) ___ Rarely Met (1) ___ Not Presently Met (0) _____

10:06 The school financial plan is coordinated with the operating congregation's financial plan.
___ Met in Full (3) ___ Mostly Met (2) ___ Rarely Met (1) ___ Not Presently Met (0) _____

10:07 Sources of income and expenditures reflect the school philosophy and promote student growth.
___ Met in Full (3) ___ Mostly Met (2) ___ Rarely Met (1) ___ Not Presently Met (0) _____

10:08 Salaries reflect the current district recommended salary scale and salaries are reviewed annually.
___ Met in Full (3) ___ Mostly Met (2) ___ Rarely Met (1) ___ Not Presently Met (0) _____

10:09 The budget is managed responsibly, using appropriate bookkeeping procedures and safeguards.
___ Met in Full (3) ___ Mostly Met (2) ___ Rarely Met (1) ___ Not Presently Met (0) _____

10:10 Funds provided by auxiliary organizations are allocated according to board policy and in consultation with the school administrator.
___ Met in Full (3) ___ Mostly Met (2) ___ Rarely Met (1) ___ Not Presently Met (0) _____

10:11 Financial assistance is available to families with limited financial resources.
___ Met in Full (3) ___ Mostly Met (2) ___ Rarely Met (1) ___ Not Presently Met (0) _____

COMMENT ON THE WHOLE

SUBSECTION ON FINANCE:

- A. Is the required indicator of success met?
- B. Is the total for the indicators of success a minimum of 18 points?
- C. Based on this portion of the self-study, what are the strengths of your school?

- D. Based on the concerns identified in your self-study, you will develop future plans to improve your school. Identify every item marked as less than “Met in Full” with specific plans for action to be taken by the school over the next cycle of accreditation. Any areas identified as needing improvement in the “Respond to:” component must also be included in the proposed school action plan and addressed in the cumulative annual report.

Section XI: Evaluation

In order for a school to maintain excellence, regular evaluation needs to be made of the instructional program and materials, student achievement, the strategic plans, and state requirements.

The analysis of such data will form a basis for necessary change and revisions.

RESPOND TO THE FOLLOWING:

- A. How do teachers identify and meet special needs and interests of learners including remediation and enrichment?
- B. What is the process and schedule for developing, selecting, adopting, maintaining, and evaluating instructional materials and resources?
- C. What measures are taken to evaluate the validity and appropriateness of all on-line resources?

ATTACHMENTS:

- * Plan for instructional supervision.
- * Evidence of student achievement.
- * Strategic plan.
- * An analysis of standardized test results from the past three years.
- * Sample student cumulative records.
- * Samples of report cards.

STANDARD 11:

Evaluation Tools Are Used to Define Success and Plan for Continual School Improvement.

THERE IS NO REQUIRED INDICATOR OF SUCCESS IN THIS SECTION.

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.

Mostly Met—The indicator of success has been partially accomplished by the school. Documentation and evidence regularly indicate that the school is well on the way toward full accomplishment of the indicator.

Rarely Met—Infrequent implementation of an indicator of success. This indicator rarely occurs in the school and evidence and documentation for compliance are minimally present.

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

11:01 The statement of philosophy is reviewed periodically and when appropriate, revised
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

11:02 Student growth is measured by a variety of assessment methods.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

11:03 Student ability level, development, and learning are assessed through a variety of evaluation techniques for the purposes of growth, remediation, enrichment, and reporting.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

11:04 Evaluation of student development is based on the standards the school has developed for student growth.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

11:05 Instructional/learning materials are reviewed periodically in light of planned learner outcomes (objectives), according to an adopted schedule, and replaced as needed to ensure effective learning.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

11:06 A comprehensive analysis of programs that enhance student growth is made by the school on a regular basis.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

11:07 All physical facilities are inspected at least annually and written plans are established to remedy or improve as needed.
___ **Met in Full (3)** ___ **Mostly Met (2)** ___ **Rarely Met (1)** ___ **Not Presently Met (0)** ___

Total _____

COMMENT ON THE WHOLE SUBSECTION ON EVALUATION:

- A. Is the total for the indicators of success a minimum of 14 points?
- B. Based on this portion of the self-study, what are the strengths of your school?

- C. Based on the concerns identified in your self-study, you will develop future plans to improve your school. Identify every item marked as less than “Met in Full” with specific plans for action to be taken by the school over the next cycle of accreditation. Any areas identified as needing improvement in the “Respond to:” component must also be included in the proposed school action plan and addressed in the cumulative annual report.

Required Attachments And Exhibits

- o List of Steering Committee Members (attach)..... Gen Info
- o File of School Annual Statistics Report (attach)..... Gen Info, IIA
- o School's Mission Statement/Philosophy Goals (attach) I
- o Congregation Mission Statement/Philosophy Goals I
- o School Calendar..... IIB
- o Samples of Public Relations Material IIB
- o Job Descriptions for all Positions IIB, IV
- o School Floor Plan (attach) IX
- o Evaluation of Student Achievement..... XI

Manuals & Plans

- o Parent/Student Handbooks II
- o Parent/Teacher Organization Program for the Year..... IIB
- o Board of Education Policy Manual..... IIIA
- o Faculty Handbook I
- o Staff Development Plan..... IV
- o Curriculum – Philosophy, Learner Outcomes, Scope and Sequence for all areas..... V
- o Technology Plan..... VI
- o Innovations or Change in Methodology VI
- o Crisis Management and Emergency Evacuation Plan VIII
- o Three Year Financial Plan X
- o Strategic Plan XI
- o Plan for Instructional Supervision XI

Policies

- o Enrollment Policy..... IIB
- o Non-Discrimination Policy..... IIB
- o Discipline Policy IIC, VII
- o Policy about the roles of the board, administrator, and pastor. IIIA
- o Policy and Procedures on Preparing Volunteers IV
- o Ethical Use Policy for use of technology, equipment and software. VI
- o Wellness Policy VIII
- o Procedure for Dispensing Medications VIII

Financial

- o Current Salary and Benefit Scale X
- o Itemized School Budget X
- o Policy and Procedures related to Financial Assistance X
- o Tuition and Fees Schedules..... X
- o District Salary Scale X
- o Three Year Financial Plan..... X
- o Auxiliary Organizations Budgets X

Organizational Materials

- o Required Self Study Survey Results IIC

o Classroom Schedules	V
o Inventory of Instructional Hardware and Equipment	VI
o Inventory of Classroom Materials and Furnishings	VI
o Inventory of Classroom, Technology and Library Reference Materials	VI
o Discipline Materials	VII
o Sample of Report Cards and Student Cumulative Record	XI
o Standardized Test Scores for the Last Three Years	XI

Glossary Of Terms

accredited school: A school that has been granted accreditation by NLSA.

administrator: An individual charged with the responsibility of carrying out the day-to-day operations of the school. The administrator carries out the policies developed by the board. Includes directors, principals, superintendents, lead teachers, etc.

appropriate state certification: Every state certifies professional educators (primarily teachers and administrators) for specific responsibilities at school. Educators need certification that is specific to the ministry they provide (administrators should receive administrator certificates, early childhood educators should receive certificates that are appropriate for early childhood education, elementary teachers should receive elementary certificates and so forth).

authorized personnel: Individuals allowed access to student files, including teachers, nurse, principal, pastor, school secretary, and teaching support staff.

candidate status: The status of a school that has submitted its Self-Study Report to the NLSA office and/or a Visiting Team has been appointed.

child care: Any program that provides child care for children. Includes full-time care, drop-in programs, Mothers Day Out, extended school care, infant care, and day care.

consultant: An individual appointed by NLSA to assist the school through the self-study process, including the preparation of the Self-Study Report.

curriculum: What the school plans for students to learn at the school. Usually written as objectives or outcomes of what students are expected to know, believe, and/or be able to do as the result of the schooling process.

developmentally appropriate/age appropriate: Activities, goals or objectives included in the educational process that are designed to meet the needs and abilities of children of a specific age or developmental level.

dual accreditation: Accreditation received jointly with NLSA and some other agency that is in partnership with NLSA or for which there are reciprocal agreements.

early childhood center: A school that includes child care and/or educational programs for children aged 3 and 4. May include kindergarten, infant, and/or toddler programs. May be part of an elementary school.

elementary school: A school that includes one or more of grades 1-4. Nearly always includes other grades and serves other ages also. Most often included at least preschool through grade six.

Exhibit: Written documentation that provides evidence of school quality and compliance with NLSA standards.

extended school care: Caring for children who attend school before and/or after regular school hours. Includes latch-key and before and after school care.

freestanding: A school not attached to another level of school. A freestanding early childhood center is not operated by a congregation which operates an elementary school.

grade: A level of schooling. In elementary school it is a number (1-8). Grades in high school (9-12) are referred to as

freshman, sophomore, junior and senior years. Grades for very young children are infants, toddlers, age 3 and 4 (preschool), and kindergarten.

high school: A school that includes one or more of grades 10-12. Typically includes grade nine. Often includes middle school (grades 6-8).

home school: Education provided by parents for their children at home. Some learning occurs in other locations. Children usually do not attend another school while being "home schooled."

"in process": The status of a school that has made application for NLSA accreditation and is in the process of completing the Self-Study process.

indicator of success: Another word for "benchmark"; a criterion for helping to establish whether or not a standard has been met.

LCMS roster: Individuals who have been certified by The Lutheran Church—Missouri Synod as a Minister of Religion Commissioned or a Minister of Religion Ordained (Called teachers or pastors).

Lutheran school: Any school operated by one or more congregations more than three hours per week. Preferred over "day school" or "Christian day school" (Lutheran Christian seems redundant). May include child care, infant and toddler programs, early childhood developmental centers, and kindergartens, as well as elementary, middle and secondary schools.

learner outcomes: The objective of a school is to help students to learn. Learner outcomes, similar to objectives, specify what students are expected to know or be able to do as a result of the education process.

major deficiency: Any condition that is based on an NLSA standard which has a severe negative effect on the quality of education, the ministry of the school, and/or endangers the health and safety of the school population. The deficiency must be remedied by the school within the time parameters (no longer than two years) prescribed by the visiting team.

management procedures: The operational actions and decisions made by the administrator or staff on a day-to-day basis. These are in agreement with any existing policies.

mandatory: Required, without question or exception; non-negotiable.

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

Mostly Met: The indicator of success has been partially accomplished by the school. Documentation and evidence regularly indicate that the school is well on the way toward full accomplishment of the indicator.

needs assessment: A process of using objective and subjective means to identify needs which, when filled, will benefit children at your school. A needs assessment answers the question, "What needs improvement at your school for your students?"

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

required indicator of success: An indicator of success which is mandatory to meet before accreditation can be considered.

operating congregation: Refers to whatever entity functions as the supporting parish of a school, whether it be one or more parishes or an association of parishes.

permanent cumulative records: Most schools maintain records of students throughout their attendance or enrollment at the school. These are kept for the duration of the child's enrollment and usually for several years afterward. They typically are kept in a file in the school office and provide a permanent record of grades, health, growth, behavior, and so forth.

policy: A board decision which directs future actions of the administrator and other school staff.

professional staff: Paid employees of a school (congregation) who have responsibilities for education.

RSO—Recognized Service Organization: Service organizations officially recognized by The Lutheran Church—Missouri Synod.

Rarely Met: Infrequent implementation of an indicator of success. This indicator rarely occurs in the school and evidence and documentation for compliance are minimally present. □

school: A planned program for helping children learn. Includes preschool, kindergarten, child care, elementary school, middle school, home school, and secondary (senior high or junior high) school.

school community: Includes any individual or group participating with and interested in the school, such as: teachers, support staff, administrators, students, parents, pastor(s), and pastoral support staff, board of education, supporting congregations, or association members. May refer to the geographical location in which a school is located.

short range goals, long range goals: Short range goals are accomplished in two years or less. Long range goals are accomplished in three or more years.

standard: A degree of excellence required for accreditation.

state mandated programs: In some states specific programs (i.e. driver education, physical education, sex education) may be required for all schools including private schools.

statement of philosophy: A brief statement of belief that is rooted in Holy Scriptures and is in agreement with the Lutheran Confessions. It states what Lutheran school leaders believe about the role of that school as it serves children, families, and the operating congregations.

student growth: Positive change as defined by the school in spiritual, cognitive, social, emotional, and physical development.

subject: A field of learning. Elementary school subjects include but are not limited to: art, music, religion, physical education, arithmetic, language arts (English, reading, writing, spelling, composition, speaking and listening), social studies and science. Subjects for young children sometimes are reworded ("Jesus time" instead of religion, "reading readiness" instead of language arts) but usually are broader (units of study which include aspects of several elementary subjects) and describe the type of activity (science center, listening lab, house-keeping area, computer, sand table, sorting center). Subjects in high school are usually narrower than elementary subjects (biology, physics, algebra, American history, composition, photography) or given more sophisticated titles (theology).

synodical handbook: This publication by The Lutheran Church—Missouri Synod includes the constitution and bylaws which synodical members have agreed to follow. Bylaw 5.61 and 5.65 require all commissioned ministers (teachers on the LCMS roster) to attend official conferences of their LCMS district.

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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