



## APPLICATION FOR NON-PUBLIC SCHOOL ACCREDITING AGENCY

X  Initial Application

\_\_\_\_\_ Renewal Application

### Instructions:

1. All applications must be typed.
2. Applying agencies may refer to a specific regulation of the Tennessee State Board of Education if the agency plans to adopt that regulation as it is written.
3. The applicant agency may use additional sheets to answer any section of this application.

### Section I (Demographics)

- A. Name of Agency National Lutheran School Accreditation
- B. Physical Address 1333 S. Kirkwood Road
- C. City St. Louis State Missouri Zip 63122-7295
- D. Phone Number 800.248.1930
- E. Website www.luthed.org (national website for Lutheran schools)  
www.lcms.org (website of the Lutheran Church Missouri Synod)
- F. Chief Operating Officer Terry Schmidt
- G. National, regional, or professional affiliations:

**National Lutheran School Accreditation (NLSA)** celebrates accrediting partnerships with several regional, secular accrediting agencies. In addition we are recognized by private school and state accrediting agencies in a large number of states.

Our three largest secular accrediting partners are:

**AdvancED** accredits 30,000 public & private schools in 70 countries worldwide including all department of Defense schools. 15 million student and more than 3 million teachers study and work at schools accredited by AdvancED. Schools located in 36 states use

AdvancED as their accrediting process.

The Accrediting Commission for Schools, **WASC**, extends its services to over 4,500 public, independent, church-related, and proprietary pre-K–12 and adult schools, works with 16 associations in joint accreditation processes, and collaborates with other educational organizations. WASC accredits schools primarily located in California and throughout Asia.

The **Middle States Commission on Higher Education** is a voluntary, non-governmental, membership association that is dedicated to quality assurance and improvement through accreditation via peer evaluation. Middle States accreditation instills public confidence in institutional mission, goals, performance, and resources through its rigorous accreditation standards and their enforcement. Middle States accredits schools in Virginia, Maryland, New York and other states in the region.

In our relationship with AdvancED and WASC we have developed joint accreditation protocols that use a single process that evaluates the spiritual dimension of our schools along with the academic requirement that are often associated with accreditation.

NLSA is the managing partner for our AdvancED- NLSA dually accredited schools. We assist schools working through self assessment and staff quality assurance teams.

WASC manages the accreditation process for schools seeking dual accreditation in California. In order to validate the Lutheran cultural ethos of a dually accredited schools, WASC/NLSA visiting teams are always inclusive of members with LCMS background.

Middle States allow NLSA schools to complete the NLSA self-study process. Middle States representatives on the visitation teams ensure that accredited schools meet or exceed Middle State standards.

For more information about the benefits of dual accreditation or general information about our co-accrediting partners agencies contact Terry Schmidt.

Terry.Schmidt@lcms.org

### **Accreditation Partnerships**

Over 100 NLSA accredited schools celebrate dual accreditation with other accrediting agencies. NLSA has been very diligent in cultivating positive relationships with our partner agencies. This has resulted in new and innovative ways we serve our schools that are associated with NLSA and AdvancED or WASC. AdvancED and WASC accreditation services are globally renown and highly respected for their quality. Recently we have worked with both agencies to develop accreditation materials that ensure the academic quality of Lutheran Schools and allow us to validate our Lutheran cultural heritage and purpose. Since the majority of Lutheran schools are located in geographic regions served by these agencies it will serve us well to use these applications whenever necessary. Both AdvancED and WASC conduct their accreditation processes electronically from application through the self-study process and site validation visit. When Lutheran schools desire dual accreditation it is important to make that known to our partners when applying electronically and to NLSA by using our traditional paper application process or on-line process. We celebrate our partnerships with these great accrediting

organizations. We look forward to receiving the benefits of these partnership as we serve our schools with accreditation

The Mid-South District of the Lutheran Church Missouri Synod is the regional agency. The District has District Education Executive and an Accreditation Commission that oversees the NLSA process and then forwards the self-study, visit team documents and annual reports to the nation office in St. Louis, MO.

Regional Agency

- a. Name of Agency NLSA - Mid-South District Lutheran Church Missouri Synod
- b. Physical Address 1675 Wynne Rd.
- c. City Cordova State Tennessee Zip 38016
- d. Phone Number 901.373.1343
- e. Website www.mid-southlcms.org

District Education Executive Charles A. Winterstein

**Section II (Member Schools)**

A. Number of member schools at the time of this application: There are six Lutheran elementary schools in TN. Additionally, the Mid-South District also has five Lutheran elementary schools in AR and one in KY. The District also has ten free standing Early Childhood Centers in TN and seven in AR. Nationally, there are 871 Lutheran elementary schools, 88 high schools and 1,376 Early Childhood Centers.

B. Please provide names, addresses, and telephone numbers of member schools which have at least ten (10) full-time students. Make additional copies of this page as needed.

1. Name Christ the King Lutheran School

Address 5296 Park Ave. Memphis, TN 38119

Phone 901.682.8405

Number of full-time students 260

2. Name Immanuel Lutheran School

Address 6319 Raleigh LaGrange Road, Memphis, TN 38134

Phone 901.388.0205

Number of full-time students 230

3. Name Our Savior Lutheran Academy

Address 5110 Franklin Road, Nashville, TN 37220

Phone 615.833.1500

Number of full-time students 120

4. Name First Lutheran School

Address 1207 N. Broadway, Knoxville, TN 38119

Phone 865.524.0308

Number of full-time students 130

5. Name Belvoir Christian Academy

Address 800 Belvoir Ave. Chattanooga, TN 37412

Phone 423.622.3755

Number of full-time students 181

6. Name Heavenly Host Lutheran School

Address 777 South Willow Ave., Cookeville, TN 38501

Phone 931.520.3766

Number of full-time students 125

### **Section III (Objectives and Philosophy)**

List the administrative objectives and state the educational philosophy for your agency.

### **National Lutheran School Accreditation (NLSA) Mission, Purpose and Vision Statements**

#### **Mission Statement:**

NLSA encourages and recognizes schools that provide quality, Christian education and engage in continuous improvement.

#### **Purpose Statements:**

##### **The purposes of NLSA are to:**

- Help Lutheran schools, early childhood, elementary, and secondary, and childcare centers to improve.
- Help all Lutheran schools and centers to evaluate themselves based on their unique purposes.
- Assure a level of quality for accredited Lutheran schools based on national standards.
- Give appropriate recognition to those schools that complete the process successfully.

#### **Vision Statement:**

The Great Commission of our Lord Jesus Christ, "Go and make disciples," includes ministering to children. He also encourages, "Let the children come to Me." Lutheran schools and childcare centers serve children and families by providing God---pleasing, quality learning experiences, adult---child relationships, and nurturing environments.

National Lutheran School Accreditation (NLSA) provides a service that empowers our early childhood centers and early childhood, elementary, and secondary schools to develop and improve high---quality, Christ---centered education through a voluntary process which helps them to:

- Analyze themselves based upon rigorous national standards.
- Identify those areas that need improvement.
- Establish a plan to systematically improve the identified areas.
- Implement the improvement plan.
- Continue an ongoing evaluation of their mission and ministry.

The information below goes beyond the objectives and philosophy and provides a general overview of the National Lutheran School Accreditation.

## **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.

**Section IV (Agency Employment Standards)**

List educational and experience qualifications for the professional personnel employed by the agency.

<u>Position</u>	<u>Qualifications</u>
National Level	
1. <u>NLSA Director</u>	<u>Masters Degree in Education</u>
Experience as an educator and experience in educational administration.	
2. <u>Office Secretary</u>	<u>Bachelor's Degree</u>
Experience in providing high-level support to supervisor.	

**Section V (Agency Professional Employees)**

List names of full-time agency professional employees, position title, and brief job description.

Attach additional information as necessary. See pages 27-30 of the NLSA Policy Manual.

<u>Name</u>	<u>Position/Title</u>	<u>Job Description</u>
1. <u>Terry Schmidt</u>	<u>Director</u>	<u>Responsible for all aspects of NLSA</u>

(A full position description is included in the attached NLSA Policy Manual pages 27&28)

2. <u>Janice Schroeder</u>	<u>Office Secretary</u>	<u>Responsible for providing support to the Director and for maintaining all records for NLSA</u>
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(A full position description is included in the attached NLSA Policy Manual pages 29&30)

**Section VI (Types of Membership)**

A. Does your agency allow member schools to operate satellite home schools as defined in T.C.A. 49-6-3050(a)(2)?

Yes \_\_\_\_\_

No X

B. Describe the levels or types of membership granted to schools in your agency.

National Lutheran School Accreditation grants accreditation to early childhood centers, elementary schools and high schools that apply for NLSA, complete the self-study process, submit the self-study documents, have a visit team review and validate the self study and submit it for approval to the District NLSA Commission and finally the National NLSA Commission.

Type of Membership (Accreditation)

Description

1. Standards Based Accreditation \_\_\_\_\_ The first process a school uses for accreditation. (The Self-Study document is attached)
2. Ongoing Improvement \_\_\_\_\_ A self-study process that includes the standards of the Standards Based Accreditation and additional ongoing improvement school wide goals.  
(The Self-Study Document is attached)
3. Early Childhood Process \_\_\_\_\_ A self-study process designed specifically for LCMS early childhood centers connected with schools or operating independently.  
(The Self-Study document is attached)
4. High School Process \_\_\_\_\_ A self-study process featuring National Standards designed specifically for Lutheran high schools.  
(The Self-Study document is attached)
5. Guide for Evaluation the Christian Mission \_\_\_\_\_ A supplement to be added when using a secular accreditation process and desiring dual accreditation.

**The Levels of NLSA Accreditation**

**Accredited in Good Standing:** An accredited school in good standing demonstrates compliance with required standards and indicators of success and is committed to continuing school improvement.

**Exemplary Accredited:** An Exemplary Accredited school exceeds compliance with NLSA standards, demonstrates leadership through innovative vision and is dedicated to sharing best practices within the educational community and other Lutheran schools.

**Provisional Accreditation:** A provisionally accredited school fails to comply with required standards or indicators of success and/or has been cited with major deficiencies by the visiting team.

### **Recommending Provisional Accreditation**

Accredited schools must comply with all required NLSA standards and indicators of success. When a visiting team validates that a school has failed to comply with a specific required standard or indicator of success, the national accreditation commission will consider the assignment of provisional status. In addition, if the visiting team identifies significant major deficiencies, it may recommend the assignment of provisional status with a set time frame to resolve the deficiency.

The visiting team may request consideration of the assignment of provisional accreditation in its visiting team report summary as part of its accreditation recommendation. The request should include the team's justifications for the recommendation, specific recommendations for remediation, and a suggested time frame for resolution.

Provisionally accredited schools must take corrective action identified by the National Accreditation Commission within the prescribed time frame or risk the revocation of their accreditation status.

### **Recommending Exemplary Accreditation**

When a visiting team verifies that a school exceeds compliance with NLSA standards, demonstrates leadership through innovative vision and conducts specific best practices, it may nominate the school for Exemplary Accreditation. In order to be considered, the team must verify that the school fully complies with all required standards and indicators of success. In addition, the team must also confirm that the school "Meets in Full" 90 percent or more of the general indicators of success.

The visiting team may request consideration of the assignment of exemplary accreditation in its visiting team report summary as a part of its accreditation recommendation. The team must share its rationale for the recommendation and illustrate specific best practices observed during the visit. Schools nominated for exemplary status will be required to provide additional documentation in order to be considered for the award.

"Accredited School—Exemplary Status" is awarded by the National Accreditation Commission to the school for a single year in the year following its accreditation or re-accreditation.

Lutheran schools of all types (early childhood, elementary and high school) are eligible to be nominated for a designated level of accreditation. Ultimately, the National Accreditation Commission maintains full authority to assign or revoke any special level of accreditation for its schools.

## **Section VII (General Policy for Accepting Member Schools)**

Describe the general policy of the agency for accepting member schools. (Examples: funding source, denominational ties, meeting agency standards, etc.)

### **I. Schools Eligible for National Lutheran School**

#### **Accreditation**

- A. National accreditation is completely voluntary. No school is required to achieve it. NLSA does not imply or determine recognition by Synod. It does not condone discrimination or prejudice against those schools and districts that choose not to be involved, but it encourages all schools to participate. The schools and early childhood centers that are recognized by The Lutheran Church—Missouri Synod are encouraged to apply. The duration of an accreditation cycle is five years. Early childhood, elementary, secondary and any combination of these levels are eligible. All levels and sizes of schools have equal opportunity to become accredited
  
- B. Schools may be accredited by NLSA in two ways:
  - 1. by initially completing the NLSA Standards Based process, then for re--- accreditation either the Standards Based process or the Ongoing Improvement process.
  - 2. by completing the “Guide for Evaluating the Christian Mission of Lutheran Schools” as a supplement to a regional or NAEYC process.
  
- C. Schools and childcare centers must be in operation with students before applying for NLSA accreditation.
  
- D. A school serving a variety of levels may be accredited either as one unified school or separately, as an early childhood center, elementary school or as a high school, as decided by the District Accreditation Committee. Early childhood centers operated by a congregation(s) that also operates schools with grades may become an integral part of the school’s singular accreditation process. But vibrant early childhood centers operating alongside of an elementary school may choose to evaluate themselves separately, using NLSA’s early childhood accreditation process. When this occurs only one fee will be charged to the school(s).

## Section VIII (Agency's Member School Approval Process)

A. Explain the agency's school approval procedure by listing the steps in these processes.

1. Initial approval process for a member school;

### II. Application Process

A. NLSA Online Application Process

This process is available exclusively for schools for their "initial" first-time application.

Your school must be a member of the Lutheran School Portal in order to process a NLSA application online. If your school is not currently a Portal subscriber, you should contact the office in St. Louis, Mo. The person creating the application must be a "School Portal Administrator."

Step 1: Go to <http://www.lsportal.net>

Step 2: Log in using your username and password.

Step 3: Hover your mouse over the "Admin1" tab and click on the "NLSA Application" link in the drop down menu.

Step 4: Complete all sections of the application form. Note: You can "save" a work in process form and come back later to complete it. When you are ready to submit the final form, check the checkbox next to "Check this box if you're ready to submit this form to your district office." Then click on the "Submit to District Office" button.

Step 5: Follow the instructions on the next page regarding printing copies of the application form and sending it to your district office.

### IV. Reports Required

The schools are required to complete two reports:

A. Self-Study Report

1. For the Standards Based and Early Childhood processes this report is an extensive and thorough year-long evaluation of every aspect of the school, based on the school's philosophy and the national standards. For the Ongoing Improvement process, this evaluation is briefer, but a thorough School Improvement Plan must be developed and followed by the school.

2. Schools that wish to obtain multiple accreditations with one report have two options. They follow the details of the agreement between NLSA and the other agency, usually using the NLSA process and materials or they use another

recognized agency's report form, but must complete the NLSA "Guide for Evaluating the Christian Mission" supplement and have one or more visiting team members appointed by NLSA.

3. The NLSA may be coupled with a similar process for LCMS district, state, or regional accrediting agencies. One self-study report and visit could result in accreditation by several agencies. Since program requirements vary, each district, state or school may need to negotiate cooperative arrangements with the accrediting programs most important to them.

4. In states where state accreditation or recognition is required, it is expected that schools applying for NLSA will have achieved, or be in the process of achieving, that accreditation.

## 2. Annual re-evaluation process for a member school;

B. Reapplication Process The process for re-accreditation is to be started at least by August 1 of the fourth year of accreditation. In the year a school submits its re-application fee it does not pay an annual fee.

The Ongoing Improvement (OI) Process is an alternative to the Standards Based Process for re-accreditation. Schools may choose which process they will use, but it must be approved by the District Accreditation Commission (DAC). The DAC may require the school to repeat the use of the Standards Based Process if they feel the school needs to emphasize fulfillment of NLSA standards.

1. The school administrator expresses initial interest to the District Education Executive or to the NLSA office (1333 S. Kirkwood Road, St. Louis, MO 63122, 1-800-248-1930, ext. 1294).
2. The District Executive or the NLSA office will send initial information and an application.
3. The school leaders review the initial information. To apply, the school administrator will complete three copies of the application and send them, along with the non-refundable application fee, to their District Education Executive for signature. Additional district accreditation fees and forms may be required.
4. The District Executive will sign the application forms, keep one copy, send two copies to the NLSA office with the school's application fee, and suggest a consultant for the school.
5. Upon receipt of the application and fee NLSA will send materials that enable the school to complete the NLSA process, and the NLSA Director will appoint a trained consultant for the school. The application and fee must be received by the NLSA office at least nine months **before** the site visit begins. The site visit must begin within three years from the date the

application is received or the school must re--- apply and pay a new fee.

#### B. Cumulative Annual Report

The Cumulative Annual Report briefly indicates the school's progress toward further self---improvement, based on recommendations made by the NLSA visiting team (SB) and the school's School Improvement Plan (OI). The school must consider every recommendation made by the visiting team during the five---year period of accreditation. The school's actions are then reported in the Cumulative Annual Report. This report must be submitted to the appropriate district office each year before May 15 in order for the school to retain its accreditation status. Failure to submit a cumulative annual report is grounds for revocation of accreditation.

### 3.Revocation of approval/appeals procedures;

#### **Revocation of Accreditation**

##### A. Violations that may lead to revocation:

1. Fees not paid within two months of the due date.
2. Annual reports not submitted within two months of the due date.
3. No evidence of continued improvement based on review of the visiting team report recommendations (SB) or the School Improvement Plan (OI).
4. Major deficiencies noted by the visiting team or district that have not been remedied within the time parameters set by the visiting team.
5. Major deficiencies realized since the site visit.

B. When an NLSA accredited school is closed, accreditation is forfeited. To become re-- accredited, the school must re---apply and successfully complete the process if it -- opens.

##### C. Action to be taken:

1. Revocation will be done automatically by the NLSA director for violations (1) and (2) listed above after one warning given two months after the due date.
2. Action on violations (3), (4), and (5) will be taken by the NLSA National Accreditation Commission (NAC) at its annual meeting in August. These actions may be taken as a result of a recommendation by a District Accreditation Commission, although district recommendation is not required prior to action by the National Accreditation Commission.

##### D. Appeal Process

- 1.The school may make a written appeal of the recommendation of the visiting team to the District Accreditation Commission (DAC).

2. Should the appeal fail, the school may appeal the DAC ruling to the chairperson of the National Accreditation Commission. The National Accreditation Commission's decision is final.

#### E. Review Process

School applications for accreditation will be reviewed following three steps:

**Step One:** The Visiting Team makes a recommendation based upon its observations and interviews at the school in its final report.

**Step Two:** The District Accreditation Commission (DAC) reviews the recommendation of the visiting team and makes a second recommendation based upon its specific knowledge of the school and its programs.

**Step Three:** The NAC Membership Committee reviews every school application using the following process:

- a. Thoroughly read, mark and inwardly digest each assigned visiting team report.
- b. Fill out an NLSA reviewer's form for each school based on what has been read.
- c. Share findings with the Membership Committee as a whole.
- d. Recommend accreditation or denial of accreditation for all candidate schools to the NAC based upon recommendations of:
  - 1) The Visiting Team
  - 2) The District Accreditation Commission
  - 3) Their own thorough review of the school's application and visiting team report.

#### 2. Technical assistance provided to address a member school's deficiencies;

The Visiting Team makes recommendations to the school concerning all deficiencies noted. The Visiting Team Captain and the Consultant will provide assistance to the school in addressing the deficiencies.

#### 5. Internal agency review process for school approval procedure;

The Visiting Team provides an oral exit report to the school and within two weeks provides a written report to the school and to the District NLSA Commission. The District NLSA Commission reviews the school's self-study and the Visiting Team report and recommendation and recommends approval or no approval to the National NLSA Commission. The National NLSA Commission reviews the Visiting Team report and recommendation and the District NLSA Commission's report and recommendation and makes the final decision for or against accreditation. If accreditation is granted, an official certificate of accreditation is given to the school and a record of the accreditation is maintained both at the District level and the National level.

6. Other process as appropriate

B. Attach all documents which directly affect this item, including an application form and a current copy of your approval procedure.

Attachments:

Application

NLSA Policy Manual

Standards Based Self-Study Manual

Ongoing Improvement Self-Study Manual

Standards Based Self- Study Manual for Early Childhood Centers

Ongoing Improvement Self-Study Manual for Early Childhood Centers

Consultant Manual

Visiting Team Captain Manual

Visiting Team Member Manual

**Section IX** (Course Title Approved by the Agency)

- A. List or attach a list of all subject and/or course titles which the agency approves for grades K-12 and the grade level(s) at which each course is taught.

National Lutheran School Accreditation does not approve subject or course titles. It does address curriculum standards in Standard 5 of the Accreditation document.

## Section X (Licensure and Evaluation System)

1. Explain the agency's professional licensure procedures. Include:  
(See Standard 4: of the Standards Based Accreditation document for additional information.)
2. The process for obtaining a license:  
National Lutheran School Accreditation does not license teachers, but relies on the state licensing process. Teachers in all schools are expected to maintain a current state license as required by the state.
3. The educational and/or experience requirements for obtaining a license.  
The state requirements for education and/or experience requirements for obtaining a license are followed.

Attach all documents which directly affect this item, including pamphlets and other descriptive information.

Attachments included.

4. The system by which the agency maintains licensure records for all individuals licensed by the agency.  
Each school is required to maintain professional personnel record including current licensure records. These records are verified during the NLSA Visit Team review. The school also submits an annual report including listing of qualified teachers in their annual report to the Mid-South District LCMS.
4. Assurance that all professional personnel are properly licensed.  
See answer in # 3 above and also in Section IV of the Self-Study document pages 34-36.

### B. Describe the teacher evaluation system.

The building administrator or designee of each school evaluates teachers at least annually. These evaluations may differ from school to school, but the evaluations are reviewed by the NLSA Visit Team. This review is not an individual teacher review, but a review of the records to assure that evaluations have taken place.

## Section XI (Administration)

Attach documentation that each member school meets minimum standards as stated in Rule 0520-07-2-.03 (c) 9.

The following are the basic standards required by National Lutheran School Accreditation. The entire Standards Base Self Study is attached.

### 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, cocurricular 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 The school cooperates in LCMS, district and regional conventions and conferences as appropriate.  
\_\_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 faculty members do 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.

#### 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:

- A. Are the required indicators of success met?
- B. Is the total for the indicators of success a minimum of 36 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 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.

## 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 school personnel 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** Each teacher holds 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** 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) \_\_
- 4:11** 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) \_\_
- 4:12** 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) \_\_
- 4:13** 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) \_\_
- 4:14** 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)**

**4:15** 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)**

**4:16** 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)**

**4:17** 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)**

**4:18** 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)**

**4:19** 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 36 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\* A written curriculum has been developed and is being used for every subject area taught at 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.

- 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) \_\_\_\_
- 5:08** 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) \_\_\_\_
- 5:09** 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) \_\_\_\_
- 5:10** 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) \_\_\_\_
- 5:11** 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) \_\_\_\_
- 5:12** The written curriculum is evaluated regularly and appropriate changes are made to ensure student growth.  
\_\_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 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.

**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** Regular 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** Access to professional resources is appropriate and adequate.

**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?
- 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.

## 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 consequences, 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:10 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:11 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:12 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:13 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:14 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:15 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:16 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 30 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,

terrorist, chemical); 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; crisis management plan; background checks as required by state law.

## 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** All immunization documentation, health tests and screenings conducted at the school conform completely with local and state laws.  
 **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. 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) \_\_\_
- 9:12** The school limits public access to the facilities to provide a safe environment for students.  
 \_\_\_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 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.

10:02 The congregation(s) provides financial support for the school.  
 **Met in Full (3)**  **Mostly Met (2)**  **Rarely Met (1)**  **Not Presently Met (0)**

10:03 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)**

10:04 The governing board approves the budget for the school.  
 **Met in Full (3)**  **Mostly Met (2)**  **Rarely Met (1)**  **Not Presently Met (0)**

- 10:05** 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)**
- 10:06** 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)**
- 10:07** 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)**
- 10:08** 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)**
- 10:09** Funds provided by auxiliary organizations are allocated according to governing board policy and in consultation with the school administrator.  
 **Met in Full (3)**  **Mostly Met (2)**  **Rarely Met (1)**  **Not Presently Met (0)**
- 10:10** 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.

## **Section XII (Facilities)**

Describe or provide a copy of the standards for the following:

(Also see Standard 6 & 8 of the Standards Based Accreditation document.)

1. Approval of plans and specifications regarding planning of new buildings and/or alterations NLSA does not review or approve plans and specifications regarding planning of new buildings and /or alterations. The local school's building committee and governing structure would insure that all new buildings and/or alterations would meet state and local codes and requirements.
2. Health and safety (This information is found in Standard 8 of the Standards Based Accreditation document found in the above Section IX. Administration.)
3. Classrooms (This information is addressed in Standard 8 of the Standards Based Accreditation document found in the above Section IX. Administration.)
4. Facilities for handicap (This information is addressed in Standard 8 of the Standards Based Accreditation document found in the above Section IX. Administration.)

5. Laboratories (This information is addressed in Standard 8 of the Standards Based Accreditation document found in the above Section IX. Administration.)
6. Library/Media (This information is addressed in Standard 6 of the Standards Based Accreditation document found in the above Section IX. Administration.)
7. Physical education/playground (This information is addressed in Standard 8 of the Standards Based Accreditation document found in the above Section IX. Administration.)
8. School fire safety codes (This information is addressed in Standard 8 of the Standards Based Accreditation document found in the above Section IX. Administration.)