National Lutheran School Accreditation
Evidence-Based Self-Study Report
for Lutheran Schools

Revised September 2023

NLSA
National Lutheran
School Accreditation

PART 1

The Self-Study Process

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Part 1: The Self-Study Process

Please note that Part 1 of the Self-Study is NOT submitted to the Validation Team members, District Accreditation Commission, National Accreditation Commission, or the LCMS School Ministry Office.

Part 2 of the Self-Study is the "working document" and IS required to be submitted to the Validation Team members and the District Accreditation Commission.

MISSION, PURPOSE, VISION and VALUES

Mission

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

Purpose

- Help all Lutheran schools improve.
- Help all Lutheran schools 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

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 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 schools to develop and improve high-quality, Christ-centered education through a voluntary process.

Values

- Lutheran Culture
- Educational Excellence
- Continuing Improvement
- Christ-centered Community

INTRODUCTION

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

The Standards are the foundation of NLSA and are based on four assumptions:

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

The seven Accreditation Standards for Lutheran Schools are:

- I. **Purpose** — The school is purpose-driven.
- II. **Relationships** — The school demonstrates its Christian mission through relationships.
    - a. School and Congregation
    - b. School and Community
    - c. School Climate
- III. **Leadership** — The school is governed and administered following written policy.
    - a. Governance
    - b. Administration
- IV. **Professional Personnel** — A qualified and competent staff serves the school.
- V. **Teaching and Learning** — The school's Christ-centered curriculum, instructional design and assessment practices ensure teacher effectiveness and engaged student learning.
- VI. **Student Services** — The school plans for and provides resources and activities that extend beyond standard classroom instruction.
- VII. **Facilities** — Buildings, grounds and equipment provide a safe and healthy environment that serves to enhance student learning.

THE SELF-STUDY PROCESS

Faculty Involvement

Since faculty members have a unique perspective and a deep understanding of the school, they must be significantly involved with all aspects of the Self-Study process. They should be involved in the decision to become accredited, fully informed of the process and its requirements, intensely invested and involved throughout the Self-Study process and aware and supportive of the general finding of the Self-Study Report.

Self-Study Steering Committee

After the decision is made to seek National Lutheran School Accreditation, five to eight people, representing various members of the school community, are appointed as a Steering Committee. The Steering Committee's primary task is to plan, guide and coordinate all things related to the Self-Study process. Its responsibilities include appointing necessary subcommittees, preparing the Self-Study report, reviewing the report of the Validation Team Visit members and making final recommendations for continued improvement. It is suggested that Steering Committee and subcommittee membership include parents, teachers, school administrator, pastor, other church staff members and governing authority members. (See the Administrator's Manual for additional information.)

The Self-Study Report Process

The Self-Study process begins by securing the Required Evidence and evaluating the school's compliance with the Required Indicators of Success. These are the items that must be present for the school to be accredited in good standing. **If "No" is marked for any Required Indicator of Success, it is necessary to develop the required items or correct the deficiency before moving forward with the process.**

The next step is a careful analysis of the school's status using the General Indicators of Success. The General Indicators of Success are specifically designed for each Standard and are written for the purpose of clarifying and explaining, but also to stimulate thought, reflection and self-evaluation by the subcommittees.

The more significant the practices and their impact related to the accomplishment of the indicator, the higher the rating. After gathering evidence and citing practices and their results, the subcommittee arrives at a consensus about the correct benchmark rating for each General Indicator of Success.

A definition for the "operational" rating (3) has been assigned to each General Indicator of Success. The task of the subcommittee is to assemble the evidence and practices to lead the group to an overall rating that agrees with the actual condition that exists in the school. To be compliant with the Standard, there is an expectation that a school will average "operational" (3) for all General Indicators of Success assigned to each Standard. General Indicators of Success ranked as "emerging" (2) or "not evident" (1) must be addressed in a well-developed school improvement plan designed to be implemented over the course of a school's assigned accreditation cycle.

The expectation for an "operational" rating is clearly defined for each General Indicator of Success. When a school exceeds the stated expectations, and its practices and evidence are powerful and replicable, the school may rate the General Indicator of Success as "highly functional" (4). A "4" rating indicates that a school performs exceptionally well and exceeds expectations in this area.

If a school does not meet the "operational" definition in one or more areas, an "emerging" rating (2) or "not evident" rating (1) is appropriate. "Emerging" ratings and "not evident" ratings are items that require action and must be targeted in the School Action Plan.

Following the subcommittee's careful analysis, the school is ready to complete the Summary and Response Actions. This area allows each subcommittee to review its findings and to identify the school's strengths and areas that must be improved. Any areas needing improvement are to be recognized with specific actions and assignments with target dates to meet the identified deficiencies. The Steering Committee reviews the school's suggestions related to each assigned Standard and the sections are included in the School Action Plan.

The required comprehensive nature of the Self-Study Report is designed to stimulate thought and to assist in a thorough Self-Study and self-improvement process. It is also designed to provide enough evidence to the Validation Team Visit members and NLSA officials to determine whether the school is worthy of accreditation through NLSA.

The Self-Study Report

The Self-Study Report Form is to be used as a tool for self-evaluation and overall school improvement. Each of the seven Standards are to be addressed and considered independently, but with an emphasis that all Standards are guided and directed by the school's purpose, and in that way, the school's purpose is integrated throughout each one. For each Standard, the report consists of the following items:

Potential Evidence
Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list included in the Standard area provides suggestions but is not all-inclusive. Schools are to review the list of potential evidence and determine those present at the school. Additional evidence not listed in the potential listing area may also be presented. Ratings are based on the actual condition related to the evidence and practices in place at the school. Evidence, or the lack thereof, will assist the subcommittee in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study but is to be available for Validation Team Visit members to review.

Potential Practices
Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The

identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

Respond to the Following Questions

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe the ways it meets the needs of its students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success.

Required Indicators of Success

Required indicators of Success must be answered YES and supported by evidence and comments for the school to be accredited in good standing.

General Indicators of Success

General Indicators of Success help the school quantify its compliance with the required Standard. The quantification of the school's compliance for each General Indicator of Success is based on the evidence and the practices that support the rating. Each General Indicator of Success is to be rated by a subcommittee, using the benchmark and assigned point value. A subcommittee arrives at a rating after careful consideration and discussion. Written comments provide an explanation for the rating given to each indicator and a written response is required for every indicator in the "Comments" section.

> **Highly Functional (4) — This is an area of outstanding strength of the school.** It not only meets ALL the benchmarks related to the General Indicator of Success, but is supported by extensive documentation and/or observable practices that exceed expectations related to the indicator. This indicator establishes practices for other Lutheran schools to consider. The Validation Team verifies that these practices and/or documentation exceed the Operational (3) level.

> **Operational (3) — This is the expected rating for a strong Lutheran school.** ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

> **Emerging (2) — Improvement is required in this area.** If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

> **Not Evident (1) — There is observable conflict or deficiency with this indicator at the school.** A majority of the expected benchmarks are not met or addressed with sufficient practices, evidence or documentation. This rating may result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

REQUIREMENTS OF THE SELF-STUDY PROCESS

Indicators and Evidence

Standard	Required Evidence	Required Indicators	General Indicators
1	1	2	4
2A	0	1	2
2B	1	1	4
2C	1	1	4
3A	1	3	5
3B	1	1	5
4	2	1	4
5	4	2	6
6	2	1	4
7	1	2	3
TOTAL	14	15	41

Required Evidence or Documentation

Standard	Required Evidence or Documentation
1	• The written purpose/philosophy/mission statement
2A	*No evidence or documentation required*
2B	• Nondiscrimination policy
2C	• School discipline code
3A	• Governing board handbook or policy manual, including policies relating to roles of board, administrator and pastor
3B	• The administrator's job description
4	• Staff development plan • Non-discriminatory salary and benefit scale or policy
5	• Curriculum documentation for every grade level for religion, mathematics, science, reading, language arts, social studies, world languages, art, music, physical education and any other subject taught (Early childhood centers need not segment learner outcomes into specific subject areas) • A current schedule for each classroom, indicating clearly which subjects (activities) are taught at which times • A chart illustrating the percentage of each school week allocated to each subject (activity) at each level, including a comparison with state guidelines • An analysis of the results of standardized tests administered for each grade level for the past three years, including a description on how this information is used to evaluate and improve student learning
6	• Enrollment/admission policy

	•	Crisis emergency plan
7	•	School floor plan

Required Indicators of Success

Standard	Required Indicators of Success
1:01	The school's written purpose embraces a Lutheran identity that is rooted in Holy Scripture and is committed to faith formation, academic excellence and Christian service.
1:02	School leadership and staff members understand and accept the purpose of the school.
2A:01	The school is operated by one or more congregations of The Lutheran Church—Missouri Synod (LCMS) or maintains an active Registered Service Organization (RSO) status with the Synod.
2B:01	A statement of nondiscrimination is evident in school-printed materials and assures that students are admitted without regard to race, color or national origin.
2C:01	The climate of the school flows from and supports the school's purpose.
3A: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.
3A:02	The operating organization has written policies clearly defining governing authority membership.
3A:03	The governing authority establishes written policies or administrative limitations that empower the administration in operating the school.
3B:01	The administrator demonstrates a personal Christian faith, a commitment to Lutheran education and a dedication to the teaching ministry of the governing authority.
4:01	All school personnel express and demonstrate agreement with the stated school purpose.
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 and instruction.
5:02	The school possesses, develops and implements curriculum documentation for religion, mathematics, science, reading, language arts, social studies, art, world languages, music, physical education and any other subject taught by the school. (Early childhood centers need not segment learning outcomes into specific subject areas.)
6:01	Services offered by the school meet or exceed federal, state and local requirements.
7:01	Facilities are well maintained and free from hazards, providing a safe and productive learning environment.
7:02	Facilities conform fully to all applicable laws, including health, safety and building codes.

IDENTIFICATION OF POWERFUL PRACTICES

NLSA seeks to identify and share unique practices that set a school apart and make it a highly respected educational institution in its community. *Powerful Practices* are carefully researched, collaboratively established and dynamically affect student learning and/or ministry opportunities in a Lutheran school. These are the practices that have the potential for replication in other Lutheran schools. Schools are encouraged to provide the Validation Team with what the school believes to be Powerful Practices. The Validation Team will validate and if appropriate add Powerful Practices to the school's Validation Team Report.

CONSTRUCTING THE SCHOOL ACTION PLAN

The final element of the school Self-Study process is the construction of the School Action Plan. Accreditation is an ongoing process that does not end with the Validation Team Visit. Evaluation is a stimulating force that leads to school improvement for the benefit of its students and community. Accreditation requires that schools identify strengths and concerns related to every Standard area. The strengths are to be celebrated and the areas of concern are to be considered and addressed strategically. As a result of the findings of the school during its Self-Study process and the recommendations of the Validation Team Visit team, the school establishes and implements a blueprint for ongoing improvement. That blueprint is known as the School Action Plan.

A preliminary School Action Plan is developed as the concluding process of the school's Self-Study. This plan must address every area of concern ("emerging" [2] and "not evident" [1]), and each concern must be noted and addressed. "Operational" [3] indicators may also be addressed in the preliminary School Action Plan. The preliminary School Action Plan must be attached to the Self-Study document.

After the school receives the Validation Team Report, the school is required to amend its Preliminary School Action Plan to include additional concerns that are identified by the Validation Team and provide a separate Final School Action Plan. Schools are required to use the format included below to develop the Preliminary and the Final School Action Plan. Additionally, this format is the required documentation for the Cumulative Annual Report. The final School Action Plan and the Validation Team Report must be submitted to the District Commission within two weeks of the Validation Team Visit. A school that links an accreditation process with an intentional School Action Plan and continually uses it to better serve its students is a school on a pathway to success.

The School Action Plan is developed from the Preliminary School Action Plan originally submitted with the school's Self-Study and updated with the input from the Validation Team. The plan must address every area of concern ("emerging" [2] and "not evident" [1]). Each concern must be noted and addressed. "Operational" [3] indicators may also be addressed in the School Action Plan. **The Final School Action must include all items recommended by the Validation Team. The School is required to submit the Preliminary School Action Plan as part of the Self-Study and then submit a separate Final School Action Plan following the Validation Team visit. In addition, if the school has a Strategic Plan, this too should be submitted with**

the Final School Action Plan. This Plan will guide the school through the next five years in a process of continuous improvement prior to the next Self-Study process and Validation Team visit.

The Preliminary School Action Plan, the completed Final School Action Plan and the school's Strategic Plan must be included as separate documents with the final submission of the school's Self-Study to the District Accreditation Commission.

NLSA Preliminary School Action Plan						
School Name:						
School Address:						
LCMS District:						
Administrator:						
Date of Most Recent NLSA Validation Team Visit:						
Accreditation Year ☐ **Initial** ☐ **Year 1** ☐ **Year 2** ☐ **Year 3** ☐ **Year 4** ☐ **Year 5**						
Standard & Indicator Number	**Self-Study Concerns & Strategies**	**Target School Year**	**Responsible Party**	**Action Taken**	**School Year Addressed**	

NLSA Final School Action Plan

School Name:

School Address:

LCMS District:

Administrator:

Date of Most Recent NLSA Validation Team Visit:

Accreditation Year [ ] **Initial** [ ] **Year 1** [ ] **Year 2** [ ] **Year 3** [ ] **Year 4** [ ] **Year 5**

Standard & Indicator Number	Self-Study Concerns & Strategies	Target School Year	Responsible Party	Action Taken	School Year Addressed

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PART 2

The Self-Study Document

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Part 2 of the Self-Study is the "working document" and IS required to be submitted to the Validation Team members and the District Accreditation Commission.

GENERAL INFORMATION ABOUT THE SCHOOL

1. **School**
   Name:
   Address:
   City, State, Zip Code:
   Phone:
   Email:

2. **Congregation(s)** *(List all operating congregations. Use a separate sheet, if necessary.)*
   Name, Complete Address:

   Name, Complete Address:

   Name, Complete Address:

3. **School Administrator(s)**
   Name:
   Email:
   Phone:

4. **Pastor(s)**
   Name:
   Email:
   Phone:

5. **List All Agencies Currently Accrediting the School**

6. **Attach a list of all Steering Committee and subcommittee members, indicating whether they are teachers, parents, etc.**

7. **Attach a copy of the school's most recent *LCMS Early Childhood Center and School Statistical Report.***

Community Information

Please attach a recent (within the last three years) copy of an LCEF Demographic Study (this is a free report provided by LCEF. Please contact your LCMS District's LCEF Vice President for the report).

1. **Write a brief history of the school.**

2. **Describe the community surrounding the school.**

3. **List other significant information or factors that affect the school, its population and environment.**

School Enrollment Information

1. **What is the total current school enrollment?**

2. **Review the responses on the *LCMS Early Childhood Center and School Statistical Report* regarding the number of students per grade, the number of special education students, the students' church membership and the students' race. Then, comment on any features of the school's current enrollment that reveal significant or unusual information.**

3. **How many children attend the supporting congregation(s)?**

Age	Number of Children
0	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
Total:	

4. **List the projected enrollment for each of the next five years and the basis for these projections.**

School Year	Projected Enrollment	Rationale for projected enrollment

5. **Comment on the maximum number of children eligible to be enrolled considering space limitations. Discuss any significant or unusual features about this information.**

Staff Information – Teachers and Administrators

Teachers and Administrators
(Please complete a separate page(s) of information for EACH teacher.)

1. **Faculty Member:**

2. **Academic degrees held:**
   Degree   *Institution*

3. **Academic credit and continuing education units earned over the last four years:**
   Course   *Institution*   *Graduate Hours*   *College Degree(s)*

4. **Teaching or school administration experience:**
   School Name   *Location*   *Dates*

5. **Current participation in congregational activities:**
   Responsibility   *Participation*

6. **Current membership in professional organizations:**
   Organization Name   *Area of Focus*

7. **Current teaching license(s) held:**
   Certificate(s)   *Expiration Date*

Staff Information – Support Staff

Support Staff (administrative assistant, bus driver, childcare, etc.)
(Please complete one sheet for ALL support staff.)

Name   *Function*   *Hours Per Week*   *Years at School*

Information About Supplemental Services

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

Describe supplemental services in the space below:

Surveys for School Constituents

NLSA survey questions are correlated with the seven Standard areas and are to be used at the beginning of a Self-Study process. Survey questions are developed for the following groups:

- Parents
- Teachers and Staff
- Students in Grades 1 – 3
- Students in Grades 4 – 12
- Board of Education (or similar body if governed or named differently)

A school may import the questions into an online/electronic instrument of choice and administer them to the groups as part of the needs-assessment process. Additional questions may be added to the survey, but NLSA survey questions may not be modified or removed. Scoring and narrative reflection of survey results for each survey are to be prepared and included in the Self-Study.

In the survey analysis:

- For each survey administered, answer whether the minimum response rate goal (Faculty – 80%, Students – 40%, Board – 80%, Parents – 20%) was met for each group; any trends in the comments concerning the administration of the surveys; and any trends that were significant to address.
- Discuss each constituent's group results. Address noted strengths, areas for improvement, variances between the groups, variations over time (if applicable), and plans to address any scores which are lower than expected.
- Discuss how the results confirm or conflict with other feedback measures the school has collected. These could be focus groups, informal surveys, classroom evaluations, etc.
- Provide evidence of how data from surveys has been analyzed and used to adjust instruction, the school environment, or other aspects of the school program for the past three years (if applicable).
- Discuss how constituent feedback has helped further the mission of the school over the past three years.

*Surveys are available to download on the NLSA page of Luthed.org.

Summarize the survey information in the space below:

STANDARD 1: PURPOSE

The school is purpose driven.

Overview

The purpose/philosophy/mission statement serves as the basis for forming school goals, learner outcomes and actions plans, as well as determining a direction for all activities of the school. Throughout the Self-Study process, every area of the school program is evaluated to determine if each aligns with the stated purpose.

The purpose Standard is critical in evaluating each of the Standards involved with the Self-Study. Since the purpose establishes who a school is, where they have been and what they are to become, it is critical that the Self-Study process begins with a thorough examination of Standard 1.

NOTE: In the interest of clarity related to the accreditation process, the word "purpose" may be used interchangeably with "mission" and "philosophy."

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list below includes suggestions for the documentation but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study but is to be available for the Validation Team to review.

- Written school policies align with philosophy/mission.
- School social media presence and postings align with the school's purpose.
- School learning objectives align with the school's purpose.
- School policies align with the school's purpose.
- The school's presence in community marketing pieces highlights the school's purpose.
- School publications, handbooks, marketing materials provide evidence of Lutheran identity.
- Promotional materials give evidence of Lutheran identity.
- School website provides evidence of Lutheran identity.
- School evangelism plan or written document outlining practices of sharing the Gospel in the school and community.
- Christian symbols are appropriately and prominently displayed throughout the school.

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- Teachers recognize and verbalize that the teaching of the faith is the main purpose of the school.
- Teaching of the Lutheran faith is allocated with appropriate classroom time in the daily schedule and integrated throughout the curriculum.
- The school attempts to attain and retain a positive Christian image through its public relations and publications.
- The sponsoring congregation(s) provides spiritual support for the school and its students.
- The school encourages students to participate in the congregational life of the parish.
- Pastors and teachers who are members of the supporting congregations demonstrate support for one another and each other's ministries.
- Teachers and staff members seek to be instruments of the Holy Spirit in helping students develop and grow in their relationship with Jesus Christ.
- The school cooperates with district and national offices of The Lutheran Church—Missouri Synod.
- The school effectively implements a plan for evangelism of un-churched or marginally churched children and their families attending the school.
- The Lutheran school's policies, programs and life within the school emanate from the example and teachings of Jesus Christ and demonstrate the proper understanding of Law and Gospel.
- The school conducts weekly worship (chapel) experiences intentionally designed to consciously and systematically strengthen the Christian faith of all members of the school community.
- Co-curricular and extra-curricular activities enhance the school's purpose.
- Part-time employees and volunteer coaches, directors and extra-curricular adult leaders embody and reflect the school's purpose.
- Service projects are informed by the school's purpose.

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. **How was the school's purpose developed?**

2. **Describe how the school's purpose aligns with the purpose(s) of its supporting congregation.**

3. **Describe the process that was last used to review, clarify and renew the school's purpose.**

4. **How does the school demonstrate its unique Lutheran identity through its alignment with vision, values and actions?**

5. **How does the school's purpose inform its strategic plan?**

6. **Describe how the school's purpose is reflected in the teaching/learning environment in classrooms.**

7. **Describe how the school's purpose is evident within informal teaching/learning environments and co-curricular and extra-curricular events.**

8. **How does the school's purpose inform daily operational processes and procedures?**

9. **Describe the process used to inform new employees about the school's purpose and the appropriate engagement employees are expected and encouraged to model.**

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

- ☐ **Final School Action Plan from the previous accreditation (if applicable)**

- ☐ **Strategic Plan (if applicable and currently utilized by the school)**

- ☐ **Written purpose/philosophy/mission statement**

Required Indicators of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

1:01*   The school's written purpose embraces a Lutheran identity that is rooted in Holy Scripture and is committed to faith formation, academic excellence and Christian service.

- ☐ YES

- ☐ NO

Identify and list supporting Evidence or Practices:

Comments:

1:02*   School leadership and staff members understand and accept the purpose of the school.

- ☐ YES

- ☐ NO

Identify and list supporting Evidence or Practices:

Comments:

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the "Comments" section.
See Page 8 of the Self-Study for Rating Rubric.

1:03: **School leadership (administration and governing board) uses the mission statement as the foundation and reference for all planning.**

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ The school's purpose was developed in accordance with governance policy.

☐ The school's purpose is engaged, aligned and enacted with its vision, values, school goals, learner outcomes and student activities.

☐ The school's mission statement supports and aligns with the congregational mission statement.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)**   ☐ **Operational (3)**   ☐ **Emerging (2)**   ☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

1:04: **School leadership (administration and board) regularly assembles school constituencies (including but not limited to faculty, staff, parents, students and congregational stakeholders) to review, clarify and renew the school's stated purpose.**

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ The school's purpose is communicated effectively to staff, students and stakeholders.

☐ The school regularly evaluates and reviews the alignment of purpose, vision, values, school goals, learner outcomes and student activities.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)** ☐ **Operational (3)** ☐ **Emerging (2)** ☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

1:05: **The school's purpose is displayed and reflected in school activities and in the teaching/learning environment in classrooms.**

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ The school's purpose is displayed in each classroom and in the hallways.

☐ The school's purpose is readily seen on the school's website.

☐ The school's purpose is included in written communications distributed to families, such as the PTL handbook and promotional materials that are supplied to prospective families.

☐ School events, curriculum and discipline are aligned with the school's mission statement and purpose and promote a positive teaching/learning environment.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)** ☐ **Operational (3)** ☐ **Emerging (2)** ☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

1:06:   New employees are informed about the school's purpose and its appropriate engagement.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐   New employees are given an orientation packet and have an orientation meeting with the school administrator.

☐   New employees utilize mentors to assist them in learning about the school's purpose and how to carry it out.

☐   The school's purpose is outlined in the job description for each employee.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)**   ☐ **Operational (3)**   ☐ **Emerging (2)**   ☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. **Are the Required Indicators of Success met? (YES / NO)**

B. **Based on evidence, what are the strengths of the school related to Standard 1?**

C. **Based on evidence, what are the challenges of the school related to Standard 1? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.**

D. **What is the school's average rating for all General Indicators of Success for Standard 1, rounded to the nearest tenth?**

STANDARD	RATING
1:03	
1:04	
1:05	
1:06	
Total:	
Average: (Total ÷ 4)	

STANDARD 2: RELATIONSHIPS

The school demonstrates its purpose through relationships.

Note: Standard 2 is divided into three categories: school and congregation, school and community and school climate. Introductory comments and necessary responses are required for each of the three sections. Standard 2A, School and Congregation, does not apply when a Lutheran school is operating outside of a highly developed relationship with a single congregation or group of congregations.

STANDARD 2A: 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 to fulfill its purpose as a Lutheran school. To do this, the school seeks opportunities to enhance relationships with the local congregation(s), its district and the national church body.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study but is to be available for the Validation Team to review.

- School and church calendars
- Church and school websites
- Church bulletins and newsletters
- Minutes from congregational meetings emphasizing the church-school relationship
- List of educators' participation in the activities of the sponsoring congregation(s)
- Summary of students' church attendance statistics
- Summary of climate survey results
- Faculty handbook describing church-school relationship
- Written school evangelism plan or written document outlining practices of sharing the Gospel in the school and community
- Attendance at District conferences and events

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- School choirs sing at worship services
- Student involvement in activities of the sponsoring congregation(s)
- Pastoral involvement
- Pastor relates well, offering services to school families who do not belong to the sponsoring congregation(s)
- Teachers regularly worship and actively participate in activities of the sponsoring congregation
- Teachers participate in school-required conferences and events
- Teachers participate in district-sponsored conferences and events.
- CMIFs (Commissioned Minister Information Forms) are completed and regularly updated by commissioned teachers.
- Required reporting materials are submitted to district and national bodies on time and are completed with quality

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. Describe the relationship between the school and its congregation(s).

2. Describe how pastors from the sponsoring congregation(s) are involved at the school.

3. In what ways are students involved in the life of the (sponsoring) congregation(s)?

4. What are the ways the school connects families to association churches and their ministries?

5. Describe the relationship of the school with its LCMS district and national offices.

6. Describe how all teachers are engaged in in-service, workshops and volunteer efforts.

7. Describe the involvement of called workers in required district conferences, workshops and volunteer efforts.

8. How does the school support the work of the Lutheran Church – Missouri Synod?

Required Indicator of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

2A:01* **The school is operated by one or more of the congregations of The Lutheran Church — Missouri Synod (LCMS) or maintains an active Recognized Service Organization (RSO) status with the Synod (if an RSO, provide the latest RSO renewal).**

    ☐ YES

    ☐ NO

Identify and list supporting Evidence or Practices:

Comments:

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the "Comments" section.
See Page 8 of the Self-Study for Rating Rubric.

2A:02: The school is an extension of the ministry of its sponsoring congregation(s). Church and school work together effectively to accomplish goals related to a well-defined purpose.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ The pastor is acknowledged as the spiritual leader of the whole congregation, including the school.

☐ The pastor demonstrates that he is the spiritual leader of the school and congregation.

☐ The congregation provides spiritual support for the school and its students.

☐ Pastor(s) and school staff regularly demonstrate support for each other's ministry.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)**   ☐ **Operational (3)**   ☐ **Emerging (2)**   ☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

2A:03: **The school concerns itself with the ministry of the whole church and seeks opportunities to support and enhance relationships with its congregation, its district and the national church body.**

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ Students participate regularly in congregational life through planned activities available and coordinated with the congregation.

☐ School staff members are actively involved in worship and congregational life in their parish.

☐ The school and congregation plan and work together on behalf of families who do not have an identified church home or who do not attend church regularly.

☐ The school supports LCMS missions.

☐ Called teachers participate in required district conferences and events.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School			
☐ **Highly Functional (4)**	☐ **Operational (3)**	☐ **Emerging (2)**	☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the general indicators of success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. **Are the Required Indicators of Success met for Standard 2A? (YES / NO)**

B. **Based on evidence, what are the strengths of the school related to Standard 2A?**

C. **Based on evidence, what are the challenges of the school related to Standard 2A? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.**

D. **What is the school's average rating for all General Indicators of Success for Standard 2A, rounded to the nearest tenth?**

STANDARD	RATING
2A:02	
2A:03	
Total:	
Average: (Total ÷ 2)	

STANDARD 2B: SCHOOL AND COMMUNITY

Overview

The Lutheran school seeks to serve the community (the area in which the school is located) by enlisting and involving community participation. The school must be sensitive to local and state requirements and culture if it is to effectively relate to its community.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study but is to be available for the Validation Team to review.

- A sampling of public relations materials
- School enrollment policy
- List of parent education programs
- Constitution, bylaws, organizational and/or flow chart of parent support groups
- Parent and student handbooks
- Parent Education Resources
- Written guidance for volunteers serving in the school
- Student involvement in community activities
- Guidelines for preparing school volunteers
- Calendar and schedule of building use
- List of class field trips to community resource centers
- School newsletter articles describing community-service projects
- Parent climate survey results
- Demographic study

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- The school is known and respected in its community.
- Parents are active participants, volunteering and supporting the school in a variety of ways.
- Faculty members are actively engaged in community-service activities.
- Students are recognized for their community involvement.

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. **How does the school's demographic profile reflect the demographic profile of its surrounding community?**

2. **Describe the school's program of public relations to the community.**

3. **List and describe the things the school has done to relate to and serve its community.**

4. **Describe the school's relationship with the local public schools.**

5. **List and describe the ways faculty members are involved in community events.**

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

☐ **Written nondiscrimination statement**

Required Indicator of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

2B:01* A statement of nondiscrimination is evident in school-printed materials and assures that students are admitted without regard to race, color or national origin.

☐ YES

☐ NO

Identify and list supporting Evidence or Practices:

Comments:

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the "Comments" section.
See Page 8 of the Self-Study for Rating Rubric.

2B:02: The school's student population reflects the ethnic, racial and economic diversity of the community in which it is located.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ The school studies the community demographics and compares the information to the demographics of the student body.

☐ The school embraces and celebrates the demographic diversity of the students it serves and the surrounding community.

☐ The school has developed ways to enroll students from the community who do not have the economic resources to support tuition-driven enrollment.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)**　　☐ **Operational (3)**　　☐ **Emerging (2)**　　☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

2B:03: The school promotes and encourages the involvement of its teachers and students in community activities.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

<div>☐</div> The school seeks ways to involve its students and teachers in service to the community.

<div>☐</div> Staff members are encouraged and provided with opportunities, planned by the school and its congregation, to participate in community activities and service organizations.

<div>☐</div> Staff members are engaged in community service.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)**   ☐ **Operational (3)**   ☐ **Emerging (2)**   ☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

2B:04: The school has an active Parent-Teacher Organization and/or other parent support groups.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ The school sponsors educational opportunities for parents and provides a wide variety of parenting resources.

☐ Support groups (e.g., Parent Teacher League, Booster Club, prayer support groups) contribute to the overall good of the school and congregation to support and maintain the school's mission and goals.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)**　　☐ **Operational (3)**　　☐ **Emerging (2)**　　☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

2B:05: The school is known, respected and maintains a positive perception in its community.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ The school is known and respected in its community.

☐ The school regularly and frequently shares information with its constituents.

☐ Good relationships exist with the local public schools.

☐ School facilities are available, when practical, for use by appropriate community groups and activities.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)** ☐ **Operational (3)** ☐ **Emerging (2)** ☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. **Are the Required Indicators of Success met for Standard 2B? (YES / NO)**

B. **Based on evidence, what are the strengths of the school related to Standard 2B?**

C. **Based on evidence, what are the challenges of the school related to Standard 2B? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.**

D. **What is the school's average rating for all General Indicators of Success for Standard 2B, rounded to the nearest tenth?**

STANDARD	RATING
2B:02	
2B:03	
2B:04	
2B: 05	
Total:	
Average: (Total ÷ 4)	

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 or her 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.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study but is to be available for the Validation Team to review.

- Parent handbooks
- Faculty handbook
- Bell Schedule (daily, weekly, monthly schedules and/or calendars)
- Evidence of the spiritual nurturing of students such as chapel, large and small group activities
- Schedule of school chapel services
- Teachers' classroom schedules
- Parent-school climate survey results
- Appropriate Christian signage and messaging displayed throughout the school and classrooms
- Parent newsletters
- Anti-bullying policies and training

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- All types of school relationships emanate from the example of the teachings of Jesus Christ and demonstrate the proper understanding of Law and Gospel.
- Teachers' decision-making is centered on what is best for students.
- Regular school chapel services are intentionally designed to consciously and systematically strengthen the Christian faith of students and members of the school community.
- The school staff work cooperatively with area pastors and church workers to meet the spiritual needs of school families during times of celebration, times of crisis and day-to-day life events.
- Pastoral and school staff work cooperatively to meet the spiritual needs of school families.
- Home visits
- Parent/Teacher Conferences
- Student-led conferences

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. Describe the climate of the school and its impact on the lives of the students.

2. Describe ways that teachers support students and their families.

3. Describe the ways that students relate to their teachers.

4. How are the legal rights of parents, legal caregivers, teachers and students protected?

5. Describe how the school and church work together to meet the spiritual needs of students and their families.

6. List and describe the ways teachers and the school are intentional in establishing and maintaining positive relationships with school parents.

7. How do the ways that school personnel relate to one another contribute to the school's climate?

8. Describe the school's discipline policy and its impact on the school climate.

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

☐ **School discipline policy and procedures**

Required Indicator of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

2C:01* The climate of the school flows from and supports the school's purpose.

☐ YES

☐ NO

Identify and list supporting Evidence or Practices:

Comments:

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the "Comments" section.
See Page 8 of the Self-Study for Rating Rubric.

2C:02: The school's Christ-centered ethos is visible and evident to visitors.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ Students demonstrate love for others in response to Christ's love for them.

☐ Teachers' care for student needs is prominently enacted throughout the school.

☐ Students worship together daily, either in each classroom or in a school-wide appropriate worship experience with other students.

☐ Classroom environment, hallway decorations and posted classroom projects demonstrate respect for teachers and peers.

☐ Student behavior is appropriate to encourage growth and to maintain the school's chosen teaching/learning environment.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School			
☐ **Highly Functional (4)**	☐ **Operational (3)**	☐ **Emerging (2)**	☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

2C:03: Teachers and staff members recognize, value and respect the needs of students.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐   Teachers demonstrate love for all students in Christ.

☐   Teachers attend to the individual needs of students.

☐   Teachers integrate faith principles throughout the day and pray with their students.

☐   Students are challenged to do their best.

☐   Students' spiritual needs are given appropriate support by church and school.

☐   Law and Gospel are properly divided when discipline is administered.

☐   Staff demonstrates positive school spirit.

☐   Through the school's discipline code, students are assisted to grow in self-control out of love for Christ.

☐   When desirable and practical, students are given the opportunity to participate in making school decisions.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)**   ☐ **Operational (3)**   ☐ **Emerging (2)**   ☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

2C:04: School personnel model Christ's love in their relationships with parents and guardians.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ School personnel are approachable and receptive to parental questions or concerns.

☐ Parents are viewed by teachers as school partners in the education process.

☐ Staff members understand and relate appropriately with school families.

☐ Parents and guardians are made to feel welcome at the school.

☐ The school provides opportunities for parents to be involved at the school.

☐ The legal rights of parents and legal guardians are protected.

☐ Parents are encouraged to be positive and supportive of the school.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School			
☐ **Highly Functional (4)**	☐ **Operational (3)**	☐ **Emerging (2)**	☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

2C:05: Faculty and administration respect and support one another as individual, fellow members of the body of Christ.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ Faculty and administration gather for devotions regularly.

☐ Faculty and administration speak positively about their co-workers at the school.

☐ Faculty and administration demonstrate support of one another in tangible ways.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School			
☐ Highly Functional (4)	☐ Operational (3)	☐ Emerging (2)	☐ Not Evident (1)

Identify and list supporting Evidence or Practices:

Comments:

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. **Are the Required Indicators of Success met for Standard 2C? (YES / NO)**

B. **Based on evidence, what are the strengths of the school related to Standard 2C?**

C. **Based on evidence, what are the challenges of the school related to Standard 2C? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.**

D. **What is the school's average rating for all General Indicators of Success for Standard 2C, rounded to the nearest tenth?**

STANDARD	RATING
2C:02	
2C:03	
2C:04	
2C:05	
Total:	
Average: (Total ÷ 4)	

E. **What is the school's overall rating for all General Indicators of Success for Standard 2, rounded to the nearest tenth?**

Section Totals (NOT Averages)	
STANDARD	**RATING**
2A	
2B	
2C	
Total:	
Average: (Total ÷ 10)	

STANDARD 3: LEADERSHIP

The school is governed and administered
effectively following written policy.

Note: Standard 3 is divided into two categories: governance and administration. Introductory comments and necessary responses are required for each of the two sections.

Note: Leadership of the school is a major factor in the successful development, implementation and evaluation of the school. Leadership is provided by a variety of groups and people. Two primary leadership components are the board or governing authority and the appointed administrator(s), although some schools may function effectively without a school board. Introductory comments and necessary responses are required for both sections.

Note: All schools have a "governing authority" regardless of the style and format of governance used in the school. As such, ALL schools are required to respond to Standard 3A: Governance and Standard 3B: Administration and respond to each indicator as it relates to the school's governance model.

STANDARD 3A: GOVERNANCE

Overview

As the policy-making agency for the school, it is vital that the governing authority understands its role and function, operates efficiently and keeps accurate records. The governing authority empowers school leadership to maintain day-to-day autonomy and provide a high-quality, Christ-centered education for students.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study but is to be available for the Validation Team to review.

- Governing authority policy, procedures and practices
- Agendas and minutes from meetings
- NLSA School Improvement Plan

- Strategic plan
- Survey results regarding functions of the board or governing authority
- Anecdotal stakeholder input and feedback
- School handbook
- Teacher handbook
- Communications to stakeholders about policy decisions
- Governing body policies on roles and responsibilities, relationships, conflict of interest, etc.
- Three-year financial plan
- Policies and procedures related to financial aid.
- Itemized school budget and auxiliary organization budgets
- Copy of grievance process
- Copy of most recent external audit or financial review

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- Examples of decisions aligned with the school's statement of purpose.
- Policies and practices that clearly and directly support the school's purpose.
- Board or governing authority's process for evaluating its decisions and actions.
- Policies that delineate distinction between roles of board, administrator and pastor
- Board or governing authority retreats
- Board or governing authority training
- Leadership succession planning
- Example of a present grievance resolution

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. **Describe the governing authority, indicating its membership, responsibilities and meeting times.**

2. **How are members of the governing authority and its officers selected?**

3. **Describe the process for regular evaluations of the lead administrator.**

4. **How are governing authority policies and minutes accessed for review?**

5. **How are the school's community and operating congregation(s) informed about the governing authority's policies, decisions and plans?**

6. **Describe actions that have been taken in the past three years by the board or governing authority for the benefit of students and their families.**

7. **Describe the process that is used for systematic and strategic planning.**

8. **Describe the process for financial oversight of the school practiced by the governing authority.**

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

☐ **Board or governing authority handbook or policy manual including policies relating to roles of board, administrator and pastor**

☐ **Board Training Schedule/Agenda**

Required Indicators of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

3A: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

Identify and list supporting Evidence or Practices:

Comments:

3A:02* The operating organization has written policies clearly defining governing authority membership.

☐ YES

☐ NO

Identify and list supporting Evidence or Practices:

Comments:

3A:03* The governing authority establishes written policies or administrative limitations that empower the administration in operating the school.

☐ YES

☐ NO

Identify and list supporting Evidence or Practices:

Comments:

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the "Comments" section.
See Page 8 of the Self-Study for Rating Rubric.

3A:04   The governing authority is organized around written policy and understands and operates within its role and function.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

Note: Respond to each indicator as it relates to the school's governance model.

☐   The governing authority provides for grievance and due process resolution procedures.

☐   The governing authority meets regularly and has clearly defined policies regarding open attendance at meetings and executive sessions.

☐   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.

☐   Governance policies are determined at official meetings and recorded in the minutes, including appropriate updates and changes to policy.

☐   Minutes are recorded for each meeting and circulated to all members.

☐   Governing authority policies are collected into a policy manual, separate from the minutes.

☐   The governing authority makes appropriate reports to the operating organization(s).

☐   Neither the governing authority nor its individual members involve themselves in the day-to-day operations of the school.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)**   ☐ **Operational (3)**   ☐ **Emerging (2)**   ☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

3A:05: Governing authority policy supports effective personnel.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

Note: Respond to each indicator as it relates to the school's governance model.

☐ Written policy delineates roles and responsibilities of the board or governing authority.

☐ Comprehensive job responsibilities and/or limitations are in place for the administrator.

☐ The governing authority or the administrator's direct supervisor evaluates the head administrator annually based on the job description.

☐ The governing authority receives reports from the administrator or the administrator's direct supervisor at each meeting.

☐ The governing authority has written policies or position descriptions clearly delineating relationships between the head administrator and pastor(s).

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)**　☐ **Operational (3)**　☐ **Emerging (2)**　☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

3A:06: Governing authority members meet prescribed qualifications and are trained regarding roles and responsibilities.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

Note: Respond to each indicator as it relates to the school's governance model.

☐ Written policies define qualifications for board or governing authority members.

☐ Governing authority members are required to participate in professional development regarding roles and responsibilities of the governing body and its individual members.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)**   ☐ **Operational (3)**   ☐ **Emerging (2)**   ☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

3A:07: The governing authority establishes and employs systematic planning for school improvement.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

Note: Respond to each indicator as it relates to the school's governance model.

☐ The governing authority has a process in place for evaluating the effectiveness of the school that includes a needs-assessment process integral to school-wide systematic planning.

☐ Long-range goals or desired outcomes are developed from the planning process.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School			
☐ Highly Functional (4)	☐ Operational (3)	☐ Emerging (2)	☐ Not Evident (1)

Identify and list supporting Evidence or Practices:

Comments:

3A:08: The governing authority provides strong financial leadership for the school.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

Note: Respond to each indicator as it relates to the school's governance model.

- [ ] The board or governing authority establishes policies that provide for sound budget planning and fiscal operations.

- [ ] The board or governing authority approves the budget (including annual tuition and fees) for the school or has developed policies to empower individuals with that responsibility.

- [ ] The board or governing authority accepts, reviews and devises strategies to react to concerns expressed in an annual external financial review or financial audit.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School			
[ ] **Highly Functional (4)**	[ ] **Operational (3)**	[ ] **Emerging (2)**	[ ] **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. **Are the Required Indicators of Success met for Standard 3A? (YES / NO)**

B. **Based on evidence, what are the strengths of the school related to Standard 3A?**

C. **Based on evidence, what are the challenges of the school related to Standard 3A? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.**

D. **What is the school's average rating for all General Indicators of Success for Standard 3A, rounded to the nearest tenth?**

STANDARD	RATING
3A:04	
3A:05	
3A:06	
3A:07	
3A:08	
Total:	
Average: (Total ÷ 5)	

Overview

Quality Lutheran schools' function at a high level, in large part, because of exceptional leadership performance. Schools thrive when administrators are equipped and empowered to lead with vision. Successful Lutheran administrators continually strive to accomplish the school's purpose with students and families. The administrator leads the team to meet or exceed the organization's expected outcomes.

An effective school leader must possess exceptional abilities in data analysis, staff motivation and public communication. An effective school leader must ensure that marketing and public relations are effectively accomplished. Above all else, a clear commitment to sharing the Gospel message and maintaining a proper respect of the calling is paramount.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study but is to be available for the Validation Team to review.

- Job-specific criteria
- Meeting agendas and minutes
- Supervision and evaluation documents
- School-wide professional development plans and schedules
- Representative supervision and evaluation reports
- Minutes of meetings with stakeholders
- Survey responses
- Innovations or changes in methodology that positively impacted student learning
- Innovations or changes in methodology that positively enhanced ministry opportunities
- Copies of auxiliary organizations' budgets, where applicable
- Copy of the three-year financial plan with enrollment projections and associated rationale

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The

identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- The school administrator demonstrates a desire through actions for appropriate professional credentials and continuing professional growth (e.g. membership in professional organizations, books and periodicals read, workshops attended, coaching and/or mentoring relationships).
- The teacher supervision program is aligned with staff development activities and results in enhanced student learning.
- The school administrator is actively engaged in the life of the sponsoring congregation(s).
- The school administrator is actively engaged in preparing and administering the school budget.
- The administrator relates appropriately with students, families and teachers.

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. Describe how the daily activities of the school are administered.

2. Describe the qualifications that are required for the school administrator(s).

3. What are the ways the school administration uses leadership skills in the congregation, community and professional organizations?

4. Describe how the administrator is involved with the fiscal management of the school.

5. List and describe ways the administrator is engaged in the church and involved in the educational activities of the whole congregation.

6. Describe the ways the administrator publicly demonstrates his or her saving faith in Jesus Christ.

7. Share examples of collaboration and shared leadership modeled by the administrator.

8. Describe how the administrator leads by example with personal and professional development.

9. Describe the process of instructional supervision in place at the school as it relates to professional development and student learning.

10. Describe the ways that the administrator is present and relates appropriately with students, families and staff.

11. How is the school's administrator(s) engaged in the district with required conferences and workshops?

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

☐ **Administrator's job description**

Required Indicator of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

3B:01* The administrator demonstrates a personal Christian faith, a commitment to Lutheran education and a dedication to the teaching ministry of the governing authority.

☐ YES

☐ NO

Identify and list supporting Evidence or Practices:

Comments:

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the "Comments" section.
See Page 8 of the Self-Study for Rating Rubric.

3B:02: The administrator meets qualifications required for the position.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ The principal is a member of The Lutheran Church – Missouri Synod, Rostered or eligible for Roster status.

☐ The administrator holds active membership in the congregation supporting the school and is regular in Church attendance and Bible study.

☐ The administrator holds current, appropriate state certification or is actively working toward obtaining required certification.

☐ The administrator has a master's degree in education, with no fewer 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 fewer than 18 semester hours in early childhood education or is actively working toward accomplishing this requirement.)

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)**　☐ **Operational (3)**　☐ **Emerging (2)**　☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

3B:03: The administrator is provided adequate support to complete required tasks.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ Release time is provided for administrative duties for the school's primary administrator.

☐ The school administrator is released from teaching duties for at least one-fourth of each day for every 50 students enrolled. (If administrative duties are shared, then release time may be shared.)

☐ Secretarial assistance is available for school purposes for at least one-fourth of each school day for every 50 students enrolled.

☐ In a school with more than 200 students, an individual is designated as assistant administrator with associated administrative duties.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School			
☐ **Highly Functional (4)**	☐ **Operational (3)**	☐ **Emerging (2)**	☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

3B:04: The administrator is an effective communicator.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ The administrator communicates frequently and regularly with pastor(s) and teachers individually and collectively.

☐ The administrator communicates effectively and frequently with families and students of all ages.

☐ A wide variety of venues both personal (one-to-one) and public are regularly used to facilitate effective communication.

☐ The administrator regularly spends a significant percentage of time listening, observing and speaking with parents, students and teachers.

☐ 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.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)**   ☐ **Operational (3)**   ☐ **Emerging (2)**   ☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

3B:05: The administrator is engaged in the process of developing and managing the budget.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ The administrator is involved in developing and managing the budget, including expenditures.

☐ The administrator has overall responsibility to assure that the budget is managed responsibly, using generally accepted bookkeeping procedures and safeguards.

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

☐ Funds provided by auxiliary organizations are allocated per governing board policy, in consultation with the school administrator and regularly audited.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)**   ☐ **Operational (3)**   ☐ **Emerging (2)**   ☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

3B:06: The administrator is committed to personal development and the development of staff members.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ The administrator provides spiritual leadership for the school community and in the congregation(s) through word and example.

☐ The administrator is a member of professional organizations.

☐ The administrator provides leadership in curriculum development, staff development, congregational service, public relations, student evaluation and other school-related activities.

☐ Levels of responsibility and accountability are clearly defined. The administrator provides leadership for implementation of current educational technology, including necessary staff development and training.

☐ The administrator engages in an ongoing program of professional staff supervision.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)** ☐ **Operational (3)** ☐ **Emerging (2)** ☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. **Are the Required Indicators of Success met for Standard 3B? (YES / NO)**

B. **Based on evidence, what are the strengths of the school related to Standard 3B?**

C. **Based on evidence, what are the challenges of the school related to Standard 3B? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.**

D. **What is the school's average rating for all General Indicators of Success for Standard 3B, rounded to the nearest tenth?**

STANDARD	RATING
3B:02	
3B:03	
3B:04	
3B:05	
3B:06	
Total:	
Average: (Total ÷ 5)	

E. **What is the school's overall rating for all General Indicators of Success for Standard 3, rounded to the nearest tenth?**

Section Totals	
(NOT Averages)	
STANDARD	RATING
3A	
3B	
Total:	
Average: (Total ÷ 10)	

STANDARD 4: PROFESSIONAL PERSONNEL

A qualified and competent staff serves the school.

Overview

Maintaining a qualified and competent staff is an essential quality related to an accredited 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.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study but is to be available for the Validation Team to review.

- Faculty handbook
- Job descriptions for all non-administrative school positions
- Teacher portfolios
- Professional personnel files related to teacher qualifications and competency.
- List of teachers' professional organization memberships
- Policy and procedures for preparing volunteers.
- Policies related to support staff.
- Current salary and benefit scale
- Qualification and training of school volunteers
- New teacher induction guidelines
- Survey results

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- Peer-to-peer observations
- Teacher visits and observations in other schools
- Participation in accreditation work
- Effective vetting, preparation and support for new teachers
- Teacher home visits

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. State the educational requirements and/or credentials for professional personnel.

2. What is the current student-teacher ratio?

3. Describe the staff development process in place to help teachers learn and grow professionally.

4. Describe the content and frequency of staff meetings and evaluate their effectiveness.

5. Describe ways in which teachers demonstrate their personal relationship with Jesus Christ and their dedication to the Lutheran teaching profession.

6. Describe the entire induction process, including background checks for staff members.

7. Describe the ways teachers and staff members are equipped in current instructional technology.

8. How are non-Rostered teachers informed of the teachings and doctrine of the Lutheran Church - Missouri Synod?

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

☐ **School's staff development plan**

☐ **Non-discriminatory salary and benefit scale or policy**

☐ **MinistrySafe Training (or comparable program) for all school employees, coaches, sponsors (encouraged to have all volunteers also trained)**

Required Indicator of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

4:01*   All school personnel express and demonstrate agreement with the stated school purpose.

☐ **YES**

☐ **NO**

Identify and list supporting Evidence or Practices:

Comments:

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the "Comments" section.
See Page 8 for Scoring Rubric.

4:02: **Christ-centered teachers have qualities and qualifications necessary for success in their defined areas of service.**

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ All teachers demonstrate a personal relationship with Jesus Christ and a dedication to teaching in the Lutheran school.

☐ Full-time faculty members are on the Roster of the LCMS, eligible to be on the Roster of the LCMS or have completed or are actively enrolled in the Colloquy or Seminar Program through the Concordia University Education Network (CUEnet).

☐ Teachers have been prepared and vetted following prescribed federal and state mandates for background checks and training.

☐ Full-time professional staff members have appropriate teaching certificate(s) from the state and meet requirements for their specific assignments.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)** ☐ **Operational (3)** ☐ **Emerging (2)** ☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

4:03:   Teachers are informed of, and subsequently evaluated and supported in the continuing pursuit of professional growth and development.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

- [ ] Programs for teacher supervision/evaluation/growth have been adopted and are implemented by the administrator.

- [ ] Teachers engage in professional development, including spiritual development and are accountable for implementation that supports student learning.

- [ ] Teachers attend workshops, conferences, seminars and training appropriate to their position and discipline.

- [ ] LCMS Rostered teachers are provided opportunities to attend LCMS events.

- [ ] Teachers hold membership in professional organizations.

- [ ] The school provides opportunity, training and support so that teachers may effectively and appropriately engage technology in classroom instruction.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

- [ ] **Highly Functional (4)**   - [ ] **Operational (3)**   - [ ] **Emerging (2)**   - [ ] **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

4:04: **Teachers and support staff are empowered and equipped to effectively accomplish their assigned task.**

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ New teachers receive thorough orientation and are supported with experienced, assigned teaching mentors.

☐ Teachers demonstrate and continuously improve knowledge and skills necessary for effective instruction and modeling of Christ-centered values.

☐ Policies related to teachers and support staff are established and practiced.

☐ 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 members is adequate to provide effective instruction and supervision for students at all school activities.

☐ The nondiscriminatory salary and benefit scale is adopted and implemented for all personnel.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)**   ☐ **Operational (3)**   ☐ **Emerging (2)**   ☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

4:05: **Employees and volunteers serving in support roles have the qualifications and training necessary for success in their defined area of service.**

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ Support staff (e.g., teacher assistants, student teachers, nurse) meets state requirements for their specific assignments.

☐ Appropriate policies related to support staff are established and practiced.

☐ Adequate training for support staff is provided.

☐ Appropriate policies and training for volunteers are in place.

☐ Staff members understand and relate appropriately with students and their families.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School			
☐ **Highly Functional (4)**	☐ **Operational (3)**	☐ **Emerging (2)**	☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. **Are the Required Indicators of Success met for Standard 4? (YES / NO)**

B. **Based on evidence, what are the strengths of the school related to Standard 4?**

C. **Based on evidence, what are the challenges of the school related to Standard 4? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.**

D. **What is the school's average rating for all General Indicators of Success for Standard 4, rounded to the nearest tenth?**

STANDARD	RATING
4:02	
4:03	
4:04	
4:05	
Total:	
Average: (Total ÷ 4)	

STANDARD 5: TEACHING AND LEARNING

*The school's curriculum documentation guide
and ensure teacher effectiveness and student learning.*

Overview

Curriculum is the central guide for Lutheran educators as to what is essential for teaching and learning. A Lutheran school of excellence prioritizes the continuous development of its instructional program and the documentation that guides that program. In each grade level and each course, curriculum documentation should reflect the sequence of steps that provides a plan for instruction.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study but is to be available for the Validation Team to review.

- Descriptions and schedules of mentoring, coaching, and induction programs
- Examples of classroom learning expectations and standards of performance
- Examples of assessments that promoted modification of instruction.
- Examples of cross-curricular projects and interdisciplinary instruction
- Peer coaching guidelines and procedures
- Supervision and evaluation procedures
- Curriculum maps
- Curriculum scope and sequence
- Administrative classroom observation protocols and logs
- Examples of improvements to instructional practices resulting from the evaluation process
- Teacher evaluation criteria
- Student work demonstrating the application of knowledge.
- Interdisciplinary projects
- Authentic assessments
- Agenda items addressing strategies.
- Report cards
- Curriculum writing process.
- Lesson plans aligned to curriculum.
- Graduate follow-up surveys
- Ethical-use policy for use of technology, equipment, and software
- Inventory list of instructional hardware and equipment used by both teachers and students.

- List of classroom and library reference materials
- The school's short-range and long-range technology plans, including the review schedule and procedures for review of the plans.

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- Examples of teachers using technology as an instructional resource
- Examples of student use of technology as a learning tool
- Peer or mentoring opportunities and interactions
- Recognition of teachers regarding instructional practice
- Examples of improvement to content and instructional practice resulting from collaboration
- Student-led conferences
- Analysis of test score data

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. Indicate resources used in the construction of the curriculum.

2. Describe the integration of the Lutheran faith in the curriculum.

3. Describe the curriculum changes implemented in the school during the past three years and the impact of these changes related to student learning.

4. Describe the predominant teaching methods most often used by teachers in the classrooms.

5. Describe how teachers communicate and collaborate to ensure continuity and student success.

6. How does the school accommodate students with unique differences and learning potential?

7. Describe the process of recording and reporting learner progress to parents or guardians.

8. Describe the instructional materials, other than textbooks, that are used regularly by teachers and students.

9. How are students provided with access to resource materials that enhance learning?

10. How do teachers use instructional materials to communicate the Christian faith?

11. Describe how students who struggle academically are supported.

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

☐ **Curriculum documentation is developed and implemented for every grade level for religion, mathematics, science, reading, language arts, social studies, world languages, art, music, physical education and any other subject taught. (Early childhood centers need not segment learner outcomes into specific subject areas.)**

☐ **A current schedule is prepared for each classroom or teacher, indicating clearly when subjects (activities) or classes are taught and during what periods.**

☐ **Provide a chart illustrating the semester/yearly instructional minutes of all content offered, percentage of each school week allocated to each subject (activity), at each level, including a comparison with state guidelines (If your state does not have minute requirements, provide all other information and note there are no state requirements).**

☐ **Analysis of the results of standardized tests administered for each grade level (required for grades 3 and above) for the past three years, including a description of how this information is used to evaluate and improve student learning, is provided.**

Required Indicators of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

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 and instruction.**

☐ YES

☐ NO

Identify and list supporting Evidence or Practices:

Comments:

5:02* **Curriculum documentation is developed and provided for religion, mathematics, science, reading, language arts, social studies, world languages, art, music, physical education and any other subject taught by the school. (Early childhood centers need not segment learning outcomes into specific subject areas.)**

☐ YES

☐ NO

Identify and list supporting Evidence or Practices:

Comments:

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the "Comments" section.
See Page 8 for Scoring Rubric.

5:03: **The school community builds and maintains a vision, direction and focus for student learning.**

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ The school prepares students for the next level of education and life.

☐ The school aligns its goals, curriculum and measures to those of the next level so that students transition successfully.

☐ The school quantifies, tracks and publicly celebrates student success.

☐ School leaders monitor and support the improvement of instructional practices used by teachers to ensure student success.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)**   ☐ **Operational (3)**   ☐ **Emerging (2)**   ☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

5:04: **The school's Christ-centered, curriculum provides challenging learning experiences and ensures that students have sufficient opportunities to develop life skills, critical thinking skills and applied learning.**

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ The curriculum is aligned with delineated standards.

☐ The curriculum is documented, assessed, monitored and challenges all students.

☐ The curriculum reflects research, best practices and high standards in education, and it is designed to ensure that every student receives Christ-centered, rigorous and sequential academic preparation.

☐ The curriculum is aligned with LCMS teachings.

☐ The curriculum ensures that students can pursue their God-given talents and passions.

☐ The curriculum is used as an opportunity to proclaim the Gospel.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School			
☐ **Highly Functional (4)**	☐ **Operational (3)**	☐ **Emerging (2)**	☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

5:05: **Teachers use instructional strategies that engage students and ensure mastery of learning expectations.**

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ Teachers implement classroom instructional strategies that provide students with the knowledge, creativity, skills and understanding to become problem solvers, decision makers and responsible Christian citizens.

☐ Classroom instruction involves teaching strategies and settings that address diverse student needs and accommodate individual learning styles as fully as possible.

☐ Evidence of active student engagement exists in every classroom.

☐ Service learning is a component of the school's required program.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)**　　☐ **Operational (3)**　　☐ **Emerging (2)**　　☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

5:06:   Teachers intentionally communicate and collaborate to improve instruction and student learning.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐   Teachers regularly participate in staff development activities designed to provide professional growth, improve instruction and enhance student learning.

☐   Teachers pursue opportunities to interact with colleagues seeking ways to improve.

☐   Teachers work together to share responsibility for student learning.

☐   Teachers regularly share content, resources, instructional techniques and management skills.

☐   School leaders empower teachers with time and resources that facilitate opportunities for communication and collaboration.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)**   ☐ **Operational (3)**   ☐ **Emerging (2)**   ☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

5:07:   Technology enhances and enriches the students' learning environment.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ Faculty members are users, instructors and participants in the process of engaging technology with the learning process in schools.

☐ Faculty members acquire the necessary technology skills to use personally and integrate and guide student learning.

☐ Clear and intentional planning and protocols for technology are in place.

☐ Technology enhances curriculum, instruction, assessment and is used by teachers to personalize, enhance and improve instruction.

☐ Student technology is monitored and filtered to promote appropriate integration of technology into the learning process.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)**   ☐ **Operational (3)**   ☐ **Emerging (2)**   ☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

5:08: **Curriculum, instruction and assessment are regularly monitored and adjusted through the collection and analysis of data-driven information.**

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ The school monitors, reviews, evaluates and modifies its curriculum based on the use of school-wide student data that is generated by multiple tools and surveys.

☐ Multiple forms of student assessment drive instructional strategies.

☐ Student learning is monitored, tracked, recorded and reported regularly and continuously during the time the student is enrolled at the school.

☐ A comprehensive program that examines student achievement with frequent progress monitoring is used to personalize instruction for student success.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)**   ☐ **Operational (3)**   ☐ **Emerging (2)**   ☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. **Are the Required Indicators of Success met for Standard 5? (YES / NO)**

B. **Based on evidence, what are the strengths of the school related to Standard 5?**

C. **Based on evidence, what are the challenges of the school related to Standard 5? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.**

D. **What is the school's average rating for all General Indicators of Success for Standard 5, rounded to the nearest tenth?**

STANDARD	RATING
5:03	
5:04	
5:05	
5:06	
5:07	
5:08	
Total:	
Average: (Total ÷ 6)	

STANDARD 6: STUDENT SERVICES

Student services and activities are offered to meet the needs and foster the growth of each student in a safe and healthy environment.

Overview

Lutheran schools provide student services that support and enrich the educational experience of each student. Some of these services in this Standard are required by state or federal mandate. The school may choose to provide others to promote the training of the whole child. It is important that these programs are run efficiently and enhance the overall image of the school in its community.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study but is to be available for the Validation Team to review.

- Policies related to student admissions.
- Admissions counselor position
- Policies related to student matriculation.
- Policy for preparing volunteers.
- Athletic handbook
- Samples of student cumulative records
- List of counselors to whom the school refers students and families.
- Evidence of background checks and MinistrySafe (or comparable program) training for staff and volunteers
- List of first-aid materials
- Wellness plan
- Volunteer handbook
- Admissions counselor position
- Enrollment Handbook
- Registration Handbook

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- Student admission process
- Procedures for administering medication.
- Policies or procedures related to student matriculation.
- Teachers or supervisory personnel's active involvement in recess supervision
- Annual training for coaches and school volunteers
- Daily cleaning and sanitizing schedules for areas where food is served or consumed.
- Safety precautions when working with special materials, tools, and equipment.
- Procedures surrounding student involvement in co-curricular and extra-curricular activities and service.

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. Describe the school's admission procedures for students.

2. Describe the counseling services available to students and their parents.

3. What orientation strategies are used to ensure a successful transition between home and school at the entrance of each new student?

4. What strategies are in place to ensure a satisfactory transition to the next level of education for students?

5. List and describe all extracurricular activities sponsored by the school.

6. Describe ways students demonstrate their faith through student activities.

7. How are staff and volunteers prepared for supervising students during activities?

8. Describe any school-sponsored before or after school care programs.

9. Describe any childcare services that are part of, or affiliated with, the school.

10. Describe the procedures for selecting, training, and equipping childcare personnel.

11. Describe and list the dates and times of emergency drills conducted in the past year.

12. What are the procedures for crisis intervention and addressing medical emergencies?

13. **How are teachers trained to ensure the safety and protection of students?**

14. **How are student health records maintained and used?**

15. **Describe the food services provided.**

16. **How does the school provide for the mental health of its faculty, staff and students?**

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

☐ **Enrollment / admission policy**

☐ **Crisis emergency plan**

☐ **MinistrySafe training (or comparable program) certificates for all staff, coaches, activities sponsor, and volunteers working directly with students**

Required Indicator of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

6:01* **Services offered by the school meet or exceed federal, state and local requirements.**

☐ **YES**

☐ **NO**

Identify and list supporting Evidence or Practices:

Comments:

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the "Comments" section.
See Page 8 for Scoring Rubric.

6:02: Admission policies, guidance services, behavior-management programs and ancillary services provide a protective framework of necessary support for students to successfully complete the school program.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐   Student applicants are admitted per established written admission criteria.

☐   Permanent cumulative records for each student are maintained, stored and shared in compliance with state and federal law.

☐   The school administers and practices written procedures for addressing students' emotional, social and psychological needs.

☐   Procedures are established for evaluating students for promotion and/or graduation.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)**   ☐ **Operational (3)**   ☐ **Emerging (2)**   ☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

6:03: **Extracurricular activities provide opportunities for students to further enhance God-given talents and abilities.**

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ The school provides a variety of extracurricular activities that meet the needs and interests of the students and reflect the purpose of the school.

☐ Extracurricular activities are carefully supervised by trained personnel.

☐ Those who supervise extracurricular activities accept the purpose of the school.

☐ Background checks are completed and on file for those who supervise extracurricular activities.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)**   ☐ **Operational (3)**   ☐ **Emerging (2)**   ☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

6:04: **The school enacts a wide variety of policies and procedures that ensure the safety of each student and allow the school to comply with national, state and local mandates.**

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ Immunization documentation, health tests and screenings conducted at the school conform with local and state laws.

☐ First-aid supplies are available and readily accessible to authorized personnel.

☐ Requirements for safety are conducted and recorded (e.g., fire, tornado, intruder and other drills).

☐ Plans are developed and implemented for blood-borne pathogens, asbestos, CPR, first-aid training and the distribution of medication.

☐ Background checks are conducted for all who have contact with students on a regular basis.

☐ Training for the recognition of child abuse and the protection of children is required for all who have contact with students on a regular basis.

☐ The school ensures the safety and security of its students when online.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)** ☐ **Operational (3)** ☐ **Emerging (2)** ☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

6:05:   School food services meet or exceed national and state guidelines.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐   Care is taken to ensure cleanliness where meals or snacks are consumed.

☐   Where food service is provided, adequate and qualified personnel are available to plan and serve a variety   of well-balanced, wholesome meals in full accordance with federal guidelines.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)**   ☐ **Operational (3)**   ☐ **Emerging (2)**   ☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any General Indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. **Are the Required Indicators of Success met for Standard 6? (YES / NO)**

B. **Based on evidence, what are the strengths of the school related to Standard 6?**

C. **Based on evidence, what are the challenges of the school related to Standard 6? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.**

D. **What is the school's average rating for all General Indicators of Success for Standard 6, rounded to the nearest tenth?**

STANDARD	RATING
6:02	
6:03	
6:04	
6:05	
Total:	
Average: (Total ÷ 4)	

STANDARD 7: FACILITIES

Buildings, grounds and equipment provide a safe and healthy environment that serves to enhance student learning.

Overview

The Lutheran school's physical facilities include the buildings, land, equipment, maintenance of the property and provisions for health, safety and sanitation. As a place for learning, the facilities help children grow spiritually, physically, mentally, socially and emotionally. School facilities demonstrate principles of harmony, order and utility. Its furnishings and décor are reflective of the Christian mission and purpose of the school.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study but is to be available for the Validation Team to review.

- Job descriptions for maintenance and cleaning staff, including reporting responsibilities and lines of accountability.
- Long-range plan for facility improvements, additions or expansion
- Budget line items committing financial support of ongoing maintenance and immediate facility improvements.
- Inventory of instructional hardware and equipment, including technology infrastructure
- Certificates of compliance related to health and safety practices.
- Cleaning schedules and custodial duties
- School lockdown plan

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- Buildings and grounds reflect the institution's commitment to maintaining a safe and productive learning environment for students.
- Regular and routine inspections (e.g., fire marshal, health inspector, lunchroom audit, emergency light log, facility walkthrough, elevator, fire extinguishers, etc.)
- Regularly scheduled maintenance
- Daily cleaning and sanitizing
- Safety inspections as required by local agencies.
- Annual review of emergency management procedures and response
- Custodial care and/or Cleaning Service
- Service of students with specialized learning needs

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. Describe the property (building and grounds).

2. Describe how general maintenance and repair of the physical facilities is ensured.

3. Describe how the school ensures that it complies with laws, health and safety requirements and building codes and American with Disabilities Act (ADA).

4. Describe the maintenance and cleaning schedule of the facility.

5. What is the relationship of the school administration and faculty with the custodial staff?

6. What part of the physical plant and property has been changed in the past three years?

7. What long-range plans are in place for site plan development?

8. How are students protected from external threats on campus before, during and after school?

9. Describe how the school property is used by the community and outside groups and any procedures/policies that govern the use.

10. Describe athletic facilities and training facilities and proper monitoring, sanitation, and safety procedures in place.

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

☐ **School floor plan**

☐ **School Crisis Management Plan (including evacuation and reunification plans)**

Required Indicators of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

7:01* **Facilities are well-maintained and free from hazards, providing a safe and productive learning environment for all students.**

☐ YES

☐ NO

Identify and list supporting Evidence or Practices:

Comments:

7:02*   Facilities fully conform to all applicable laws, including health, safety and building codes.

☐ YES

☐ NO

Identify and list supporting Evidence or Practices:

Comments:

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each General Indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the "Comments" section.
See Page 8 for Scoring Rubric.

7:03: **Buildings, grounds and equipment are well maintained, clean and appropriate for the age and number of students.**

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ The size and design of the buildings and teaching/learning areas are appropriate for the school's programs and achievement of learner outcomes (objectives), meet state and local code requirements and provide for special needs.

☐ All teaching/learning areas are properly ventilated, lit and have adequate space for the number and size of the students.

☐ The buildings are cleaned daily, and the restrooms are sanitary.

☐ School furniture is sufficient in quantity and age appropriate.

☐ The school administrator(s) participates in the supervision of those who maintain the physical facilities.

☐ Adequate provisions exist for offices, areas for students needing care, recreation, library/media center and space for small-group instruction.

☐ The school facility has appropriate technology infrastructure.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)**　　☐ **Operational (3)**　　☐ **Emerging (2)**　　☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

7:04: **Physical facilities provide specific (crosses, signs, etc.) and non-specific (attractive, adequate, etc.) Lutheran Christian witness to the community.**

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ The buildings contain evidence that the school is a Lutheran Christian school.

☐ Christian banners, pictures and posters are displayed in the hallway, entryway, gymnasium and classrooms.

☐ A cross is hung in a prominent place.

☐ An outdoor sign provides evidence of a Lutheran Christian School to the community.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)** ☐ **Operational (3)** ☐ **Emerging (2)** ☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

7:05:   The building and grounds provide a safe school environment.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ Policies and procedures are in place to maintain a safe school environment.

☐ The playground, athletic field(s), and school grounds are properly supervised, safe and fenced when appropriate and needed.

☐ The school limits access to the facility, has locked entrances and is secure during normal school hours.

☐ Crossing guards, lanes and school speed zones are provided when and where needed.

☐ A safe, carefully supervised procedure for loading and unloading students in cars, buses and other vehicles is in effect.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School	
☐ **Highly Functional (4)**　☐ **Operational (3)**　☐ **Emerging (2)**　☐ **Not Evident (1)**	

Identify and list supporting Evidence or Practices:

Comments:

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned standard through a thoughtful and purposeful evaluation of each of the general indicators of success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

    A.   **Are the Required Indicators of Success met for Standard 7? (YES / NO)**

    B.   **Based on evidence, what are the strengths of the school related to Standard 7?**

    C.   **Based on evidence, what are the challenges of the school related to Standard 7? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.**

    D.   **What is the school's average rating for all General Indicators of Success for Standard 7, rounded to the nearest tenth?**

STANDARD	RATING
7:03	
7:04	
7:05	
Total:	
Average: (Total ÷ 3)	

IDENTIFICATION OF POWERFUL PRACTICES

Identify and provide an explanation of any practices (please limit to no more than three) that may be *Powerful Practices*. It should be noted that schools may meet all accreditation standards without identifying any *Powerful Practices.*

NLSA seeks to identify and share powerful practices that make it a highly respected educational institution in its community. *Powerful Practices* are carefully researched, collaboratively established and dynamically affect student learning and/or ministry opportunities in a Lutheran school. These are the practices that have the potential for replication in other Lutheran schools.

A school's *Powerful Practice* is much more than an expectation that quantifies Standard compliance. It innovates and exceeds accreditation expectations. It is a calculated risk that results in significant reward for students. Therefore, it is a desirable condition that has ramifications for schools throughout the LCMS.

Identify any potential Powerful Practices in the space below:

PRELIMINARY SCHOOL ACTION PLAN

A preliminary School Action Plan is developed as the concluding process of the school's Self-Study. The plan must address every area of concern ("emerging" [2] and "not evident" [1]). Each concern must be noted and addressed. "Operational" [3] indicators may also be addressed in the preliminary School Action Plan. The preliminary School Action Plan must be attached to the Self-Study document.

NLSA Preliminary School Action Plan						
School Name:						
School Address:						
LCMS District:						
Administrator:						
Date of Most Recent NLSA Validation Team Visit:						
Accreditation Year ☐ **Preliminary** ☐ **Year 1** ☐ **Year 2** ☐ **Year 3** ☐ **Year 4** ☐ **Year 5**						
Standard & Indicator Number	**Self-Study Concerns & Strategies**		**Target School Year**	**Responsible Party**	**Action Taken**	**School Year Addressed**

SCHOOL ACTION PLAN

NOTE: DO NOT Complete Prior to Validation Team Visit

The School Action Plan is developed from the Preliminary School Action Plan originally submitted with the school's Self-Study and updated with the input from the Validation Team. The plan must address every area of concern ("emerging" [2] and "not evident" [1]). Each concern must be noted and addressed. "Operational" [3] indicators may also be addressed in the School Action Plan. This Plan will guide the school through the next five years in a process of continuous improvement prior to the next Self-Study process and Validation Team visit.

The completed NLSA Final School Action Plan must be included along with a separate copy of the NLSA Preliminary School Action Plan and the school's Strategic Plan in the final submission of the school's Self-Study to the District Accreditation Commission.

NLSA Final School Action Plan						
School Name:						
School Address:						
LCMS District:						
Administrator:						
Date of Most Recent NLSA Validation Team Visit:						
Accreditation Year [ ] **Initial** [ ] **Year 1** [ ] **Year 2** [ ] **Year 3** [ ] **Year 4** [ ] **Year 5**						
Standard & Indicator Number	**Self-Study Concerns & Strategies**	**Target School Year**	**Responsible Party**	**Action Taken**	**School Year Addressed**	