**National Lutheran School Accreditation**

Self-Study Report

for Lutheran Early Childhood Centers

*Revised September 2018*

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**MISSION, PURPOSE, VISION and VALUES**

**Mission**

National Lutheran School Accreditation 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 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 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
* Innovation

**PREFACE**

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

The accreditation process is designed specifically for The Lutheran Church—Missouri Synod (LCMS) early childhood centers and is intended to serve as a measure of the quality of their programs. The Self-Study process outlined in this document allows a school to thoroughly evaluate its programs and procedures and develop a School Action Plan (SAP). The SAP outlines ongoing improvement that benefits the school in the interest of the children it serves. Accreditation is valid for five (5) years. Based on the SAP, a Cumulative Action Report(CAR) is submitted annually to the district to report the progress of the SAP. The report is reviewed by the District Accreditation Commission and / or the district office.

Reaccreditation requires application, completion of the Self-Study Report, a successful Validation Team Visit by four or more peer professional reviewers and a positive recommendation from the District Accreditation Commission.

The process is based on three assumptions. First, a high-quality program is required to be good stewards of the blessings given by God. Second, each center willingly cooperates with local governmental agencies unless such cooperation inhibits the free sharing of the Gospel. Third, the early childhood center strives to meet and / or exceed all local, state and federal guidelines related to early childhood education. It is our prayer that the accreditation process serves to raise the level of quality in centers choosing to participate in NLSA. As a result, centers will better serve the community with the opportunity to tell many more children about the love of their Savior, Jesus.



Dr. Rebecca Schmidt

Interim Director, National Lutheran School Accreditation

**THE SELF-STUDY DOCUMENT**

**GENERAL INFORMATION ABOUT THE SCHOOL**

1. **School**

Name: Address:

City, State, Zip Code:

Phone:

Email:

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

Name, Complete Address:

Name, Complete Address:

Name, Complete Address:

1. **School Administrator(s)**

Name:

Email:

Phone:

1. **Pastor(s)**

Name:

Email:

Phone:

1. **List All Agencies Currently Accrediting the School**
2. **Classification (Mark One Option with an “X” and Provide Documentation)**

|  |
| --- |
|  |

The early childhood center is licensed and in good standing with the state agency responsible for licensing child care centers and early childhood programs.

|  |
| --- |
|  |

The early childhood center is exempt from licensing.

|  |
| --- |
|  |

Other (Please Explain):

1. **Attach a copy of state licensing rules/regulations AND a copy of the state early learning standards.**

*Note: This is required for all centers, both licensed and license-exempt.*

1. **Attach a list of all Steering Committee and subcommittee members, indicating whether they are teachers, parents, etc.**
2. **Attach a copy of the school’s most recent *LCMS Early Childhood Center and School Statistical Report.***

**Community Information**

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 age level, 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. **List the projected enrollment for each of the next three years and the basis for these projections.**
4. **Discuss any significant or unusual features about this information and how it has changed in the past three years.**
5. **How many children attend the supporting congregation(s)?**

|  |  |
| --- | --- |
| **Age** | **Number of Children** |
| **0** |  |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |
| **6** |  |
| **Total:** |  |

**Staff Information – Teachers and Administrators**

**Administrators and Teaching Staff (Lead Teachers and Assistant Teachers)**

*(Please complete a separate page(s) of information for EACH teacher.)*

1. **Faculty Member:**
2. **Academic degrees held:**

*Degree Institution*

1. **Academic credit and continuing education units earned over the last four years:**

*Course Institution Graduate Hours College Degree(s)*

1. **Teaching or school administration experience:**

*School Name Location Dates*

1. **Current participation in congregational activities:**

*Responsibility Participation*

1. **Current membership in professional organizations:**

*Organization Name Area of Focus*

1. **Current teaching license(s) held:**

*Certificate(s) Expiration Date*

**Staff Information – Support Staff**

**Support Staff (administrative assistant, bus driver, child care, etc.)**

*(Please add additional rows as necessary using the “+” button at the bottom of the table)*

|  |  |  |  |
| --- | --- | --- | --- |
| **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. Examples include curriculum aids, materials for instruction testing and guidance services, health services and transportation and custodial services.

***Describe supplemental services in the space below:***

**Surveys for School Constituents**

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

* Director
* Director’s Supervisor
* Church Ministry Staff
* Parent / Guardian
* Staff (Teachers / Assistant Teachers)
* Support Staff

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. The results of each survey are to be prepared in summary form and submitted as evidence in the corresponding Standards.

***List overall trends identified in the surveys in the space below:***

**STANDARD 1:** PURPOSE

*The school is driven by its Christian mission.*

*Note: Standard 1 is divided into two sections: Mission and Ministry and Philosophy. Introductory comments and necessary responses are required for each of the two sections.*

**STANDARD 1A:** MISSION AND MINISTRY

**Overview**

Schools develop mission, ministry, purpose and vision statements to communicate and serve as the basis for forming school goals, learner outcomes and action plans as well as determining direction for all activities of the school. For clarity in this accreditation process, these statements are referred to as “Mission and Ministry Statements.”

The Lutheran early childhood program must be an integral part of the congregation’s ministry to young children and their families. As such, it concerns itself with the ministry of the whole church to fulfill its purpose as a Christ-centered early childhood program. The command of God is made clear to us in Matthew 28:19-20 (NIV): “Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you.”

Mission outreach is an essential part of an early childhood program. Some families are active members of Lutheran or other Christian churches. Other families may be unchurched, inactive members of a church or practicing other religions. For these families, the early childhood program may be their only contact with a Christian environment and their first introduction to Jesus. The pastor and the early childhood staff minister to families daily, as well as in times of need. The early childhood program provides the opportunity to witness the love of Christ and build a strong, Christ-centered relationship with families. It is important that the congregation has ownership in the early childhood program as it carries out God’s command of ministry to meet the needs of families.

**Required Responses**

*Written narrative responses are required 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 children. This also allows the school to indicate any nuances that are unique to the school’s learning environment.*

1. **Describe how the early childhood center reflects a mission outreach purpose in its community.**
2. **List the communication methods used to share the Mission and Ministry Statement with the governing authority, staff, parents/guardians and congregation.**
3. **Describe how the Mission and Ministry Statement is implemented by the governing authority, staff, parents/guardians and congregation.**
4. **List the significant changes that have been made by the school in this area during the past three years.**

**Required Evidence**

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

|  |
| --- |
|  |

**Congregation’s Mission and Ministry Statement**

|  |
| --- |
|  |

**Mission and Ministry Statement for the early childhood program**

**Required Indicator 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. Place an “X” in the box and identify supporting evidence and practices.*

**1A:01\* The early childhood program has a Mission and Ministry Statement designed specifically for the center that reflects the congregational Mission and Ministry Statement.**

|  |
| --- |
|  |

**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 of Success is to be rated by a subcommittee, using the criteria below with the corresponding point value. A written response is required for every Indicator in the “Comments” section.*

**Met in Full (2) —** The General Indicator of Success has been completely accomplished by the school. It is verifiable through evidence and documentation.

**Partially Met (1) —** The General Indicator of Success is moderately accomplished but additional detail, depth and written documentation is needed to meet the Indicator in full.

**Not Presently Met (0) —** The General Indicator of Success is not present or is emerging (minimally present).

**1A:02: The Mission and Ministry Statement of the center is intentionally communicated to the congregation as well as to the early childhood staff and parents/guardians.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**1A:03: The Mission and Ministry Statement is reviewed annually by congregation leaders and the early childhood administration.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**1A:04: The congregation is involved in the early childhood program in a variety of ways.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**1A:05: A relationship exists between the school, the congregation and the community. The mission and ministry of the congregation and early childhood program is shared with the community.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**Summary and Response Actions**

*Provide summary and response actions related to the school’s strengths and need for improvement. A school subcommittee has evaluated the school’s compliance with the assigned Standard through a thoughtful and purposeful evaluation of each General Indicator of Success. Based on the General Indicator of Success rating of “1” or “0”, the school must develop specific plans to improve. Plans are recorded in the Preliminary School Action Plan and include targeted completion dates and assignments. At the discretion of the school, actions may be developed for Indicators that are rated as “2”.*

1. **Are the Required Responses complete? (YES / NO)**
2. **Is the Required Evidence complete? (YES / NO)**
3. **Are the Required Indicators of Success met? (YES / NO)**
4. **Are ratings and comments provided for all REQUIRED and GENERAL Indicators of Success? (YES / NO)**
5. **Are proposed actions provided for GENERAL Indicators of Success that are partially met or not presently met? (YES / NO)**
6. **Based on evidence, what are the strengths of the school related to Standard 1, Section 1A?**
7. **Based on evidence, what are the challenges of the school related to Standard 1, Section 1A? All areas identified as “partially met” [1] or “not presently met” [0] must be addressed in the School Action Plan.**
8. **What is the school’s rating for all Indicators of Success for Standard 1, Section 1A?**

|  |  |  |  |
| --- | --- | --- | --- |
| **INDICATOR** | **RATING** |  | **For a REQUIRED Indicator of Success (\*) answered as “YES”, insert “2”;**  **for “NO”, insert “0”.**  **For GENERAL Indicators of Success, insert “0, 1 or 2”**  **for the rating.**  **For any GENERAL Indicator of SUCCESS answered “Not Applicable”, enter “N/A” and do not include in the Total Points.** |
| **1A:01\*** |  |  |
| **1A:02** |  |  |
| **1A:03** |  |  |
| **1A:04** |  |  |
| **1A:05** |  |  |
| **Total Points:** |  |  |
|  |  |  |
| **Total Number of Indicators Rated** *(Subtract any Indicators marked as “N/A” from total Indicators possible)* |  |  |
| **Total Number of Points Possible**  *(Total Number of Indicators Rated x 2)* |  |  |  |

**STANDARD 1B:** PHILOSOPHY

**Overview**

An early childhood program philosophy is a cooperatively formed statement of belief that reflect every aspect of the program. Practices of the program align with the Mission and Ministry Statements of the church and school. The Philosophy Statement is Gospel-oriented and begins with a statement of faith. Additionally, the statement includes a discussion of the early childhood environment, curriculum design, parent / guardian relationships and an expression of how children’s developmental needs are met with an emphasis on the importance of play. Reflection and review of the philosophy is an on-going process.

**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 communication of the Philosophy Statement to stakeholders.**
2. **List the significant changes that have been made by the school in this area during the past three years.**

**Required Evidence**

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

|  |
| --- |
|  |

**Early childhood program’s Philosophy Statement**

|  |
| --- |
|  |

**Documents where the Philosophy Statement is present (i.e. handbook, brochure)**

**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. Place an “X” in the box and identify supporting evidence and practices.*

**1B:06\* The written philosophy is Bible-based and reflects a Christ-centered approach to learning.**

|  |
| --- |
|  |

**YES**

|  |
| --- |
|  |

**NO**

**List supporting evidence or practices:**

**Comments:**

**1B:07\* The written philosophy includes reference to spiritual, social/emotional, cognitive, physical and creative development of young children with an emphasis on the importance of play.**

|  |
| --- |
|  |

**YES**

|  |
| --- |
|  |

**NO**

**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 of Success is to be rated by a subcommittee, using the criteria below with the corresponding point value. A written response is required for every Indicator in the “Comments” section.*

**Met in Full (2) —** The General Indicator of Success has been completely accomplished by the school. It is verifiable through evidence and documentation.

**Partially Met (1) —** The General Indicator of Success is moderately accomplished but additional detail, depth and written documentation is needed to meet the Indicator in full.

**Not Presently Met (0) —** The General Indicator of Success is not present or is emerging (minimally present).

**1B:08: The Philosophy Statement is formally approved and / or adopted by the governing authority.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**1B:09: The school reviews its Philosophy Statement annually and revises, as needed.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**1B:10: The school’s Philosophy Statement is communicated to staff, parents/guardians and the operating congregation(s).**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**Summary and Response Actions**

*Provide summary and response actions related to the school’s strengths and need for improvement. A school subcommittee has evaluated the school’s compliance with the assigned Standard through a thoughtful and purposeful evaluation of each General Indicator of Success. Based on the General Indicator of Success rating of “1” or “0”, the school must develop specific plans to improve. Plans are recorded in the Preliminary School Action Plan and include targeted completion dates and assignments. At the discretion of the school, actions may be developed for Indicators that are rated as “2”.*

1. **Are the Required Responses complete? (YES / NO)**
2. **Is the Required Evidence complete? (YES / NO)**
3. **Are the Required Indicators of Success met? (YES / NO)**
4. **Are ratings and comments provided for all REQUIRED and GENERAL Indicators of Success? (YES / NO)**
5. **Are proposed actions provided for GENERAL Indicators of Success that are partially met or not presently met? (YES / NO)**
6. **Based on evidence, what are the strengths of the school related to Standard 1, Section 1B?**
7. **Based on evidence, what are the challenges of the school related to Standard 1, Section 1B? All areas identified as “partially met” [1] or “not presently met” [0] must be addressed in the School Action Plan.**
8. **What is the school’s rating for all Indicators of Success for Standard 1, Section 1B?**

|  |  |  |  |
| --- | --- | --- | --- |
| **INDICATOR** | **RATING** |  | **For a REQUIRED Indicator of Success (\*) answered as “YES”, insert “2”;**  **for “NO”, insert “0”.**  **For GENERAL Indicators of Success, insert “0, 1 or 2”**  **for the rating.**  **For any GENERAL Indicator of SUCCESS answered “Not Applicable”, enter “N/A” and do not include in the Total Points.** |
| **1B:06\*** |  |  |
| **1B:07\*** |  |  |
| **1B:08** |  |  |
| **1B:09** |  |  |
| **1B:10** |  |  |
| **Total Points:** |  |  |
|  |  |  |
| **Total Number of Indicators Rated** *(Subtract any Indicators marked as “N/A” from total Indicators possible)* |  |  |

**STANDARD 2:** RELATIONSHIPS

*The school demonstrates its Christian mission through relationships with congregation, community, staff, students and families.*

*Note: Standard 2 is divided into three sections: Home / Family Relationships, Congregational Relationships and Elementary School to Early Childhood Center. Introductory comments and responses are required for each section. Standard 2C is not required for freestanding early childhood centers.*

**STANDARD 2A:** HOME / FAMILY RELATIONSHIPS

**Overview**

Ministry in the Lutheran early childhood program is directed toward young children and their families. Parents / guardians are the first and foremost educators of their children. The early childhood program employs strategies for teaming with them and engaging families through effective communication, active parent involvement and parent education.

**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. **List family education programs presented during the past 12 months.**
2. **List special programs for families. (i.e. Christmas service, Family Night, Literacy Festivals, service projects)**
3. **Describe orientation methods for welcoming and engaging new families.**
4. **List the significant changes that have been made by the school in this area during the past three years.**

**Required Evidence**

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

|  |
| --- |
|  |

**Five (5) forms of communication used to share information with parents / guardians (i.e. school newsletter, classroom newsletter, emails, blogs, personal notes)**

|  |
| --- |
|  |

**A copy of the written NLSA Family Survey questions**

|  |
| --- |
|  |

**NLSA Family Survey summary**

|  |
| --- |
|  |

**Family handbook**

|  |
| --- |
|  |

**Enrollment forms**

|  |
| --- |
|  |

**Forms used to notify parents / guardians of accidents, illnesses, behavioral concerns, etc.**

**Required Indicator 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. Place an “X” in the box and identify supporting evidence and practices.*

**2A:01\* A Statement of Nondiscrimination is evident in school printed materials and assures that students are admitted without regard to race, color, religion or national origin.**

|  |
| --- |
|  |

**YES**

|  |
| --- |
|  |

**NO**

**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 of Success is to be rated by a subcommittee, using the criteria below with the corresponding point value. A written response is required for every Indicator in the “Comments” section.*

**Met in Full (2) —** The General Indicator of Success has been completely accomplished by the school. It is verifiable through evidence and documentation.

**Partially Met (1) —** The General Indicator of Success is moderately accomplished but additional detail, depth and written documentation is needed to meet the Indicator in full.

**Not Presently Met (0) —** The General Indicator of Success is not present or is emerging (minimally present).

**2A:02: The school provides a variety of education opportunities for families throughout the year.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2A:03: The school uses orientation methods for new families.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2A:04: The school communicates center activities to families.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2A:05: Parents / guardians are welcome to visit the center.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2A:06: Parents / guardians are given opportunities to volunteer and support the school.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2A:07: Parents / guardians are annually asked to evaluate the program based on purpose, goals and objectives.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2A:08: Teachers communicate with parents / guardians about physical, cognitive, behavioral, social or emotional changes observed in children. If needed, a plan is formulated for children with special needs.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2A:09: State and local resources are utilized to further the program’s ability to meet the diverse needs and interests of children and families.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2A:10: All communication regarding a student is kept confidential.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2A:11: Conferences are held with parents / guardians at least once each year and additionally as needed / requested or required by state licensing agencies.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2A:12: Parents / guardians are provided with opportunities to be included and involved in the church community.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2A:13: Resources and materials are available to families to further the faith and general development of young children in the home.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2A:14: Parents / guardians are informed of the yearly calendar, themes and special activities.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2A:15: Curricular goals and objectives are shared with parents / guardians.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2A:16: Written information given to parents / guardians in a handbook or other publications includes:**

|  |
| --- |
|  |

Mission and Ministry Statement

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| --- |
|  |

Philosophy Statement

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| --- |
|  |

Non-discrimination Statement

|  |
| --- |
|  |

Discipline policy

|  |
| --- |
|  |

Hours of operation, holidays, scheduled closings, school calendar

|  |
| --- |
|  |

Payments, refunds, discounts or other costs

|  |
| --- |
|  |

Emergency plans of the center

|  |
| --- |
|  |

Student release procedures

|  |
| --- |
|  |

Other information as mandated by state or local governing agencies

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2A:17: Teachers and parents / guardians form a partnership to establish and maintain two-way communication to enhance the Christian education experience and ensure that children’s needs are met.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**Summary and Response Actions**

*Provide summary and response actions related to the school’s strengths and need for improvement. A school subcommittee has evaluated the school’s compliance with the assigned Standard through a thoughtful and purposeful evaluation of each General Indicator of Success. Based on the General Indicator of Success rating of “1” or “0”, the school must develop specific plans to improve. Plans are recorded in the Preliminary School Action Plan and include targeted completion dates and assignments. At the discretion of the school, actions may be developed for Indicators that are rated as “2”.*

1. **Are the Required Responses complete? (YES / NO)**
2. **Is the Required Evidence complete? (YES / NO)**
3. **Are the Required Indicators of Success met? (YES / NO)**
4. **Are ratings and comments provided for all REQUIRED and GENERAL Indicators of Success? (YES / NO)**
5. **Are proposed actions provided for GENERAL Indicators of Success that are partially met or not presently met? (YES / NO)**
6. **Based on evidence, what are the strengths of the school related to Standard 2, Section 2A?**
7. **Based on evidence, what are the challenges of the school related to Standard 2, Section 2A? All areas identified as “partially met” [1] or “not presently met” [0] must be addressed in the School Action Plan.**
8. **What is the school’s rating for all Indicators of Success for Standard 2, Section 2A?**

|  |  |  |  |
| --- | --- | --- | --- |
| **INDICATOR** | **RATING** |  | **For a REQUIRED Indicator of Success (\*) answered as “YES”, insert “2”;**  **for “NO”, insert “0”.**  **For GENERAL Indicators of Success, insert “0, 1 or 2”**  **for the rating.**  **For any GENERAL Indicator of SUCCESS answered “Not Applicable”, enter “N/A” and do not include in the Total Points.** |
| **2A:01\*** |  |  |
| **2A:02** |  |  |
| **2A:03** |  |  |
| **2A:04** |  |  |
| **2A:05** |  |  |
| **2A:06** |  |  |
| **2A:07** |  |  |
| **2A:08** |  |  |
| **2A:09** |  |  |
| **2A:10** |  |  |
| **2A:11** |  |  |
| **2A:12** |  |  |
| **2A:13** |  |  |
| **2A:14** |  |  |
| **2A:15** |  |  |
| **2A:16** |  |  |
| **2A:17** |  |  |
| **Total Points:** |  |  |
|  |  |  |
| **Total Number of Indicators Rated** *(Subtract any Indicators marked as “N/A” from total Indicators possible)* |  |  |
| **Total Number of Points Possible**  *(Total Number of Indicators Rated x 2)* |  |  |  |

**STANDARD 2B:** CONGREGATIONAL RELATIONSHIPS

**Overview**

The Lutheran early childhood program is an integral part of the congregation’s ministry to young children and their families. The early childhood program commits itself to participate in the ministry of the whole church to fulfill its purpose as a Christ-centered early childhood program. The administrator/director is an integral part of the ministry team of the church.

The early childhood program has opportunities to strengthen relationships with its local congregation and community. The administration supports and participates in appropriate activities within its LCMS district and the LCMS.

**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. **List the ways children and families participate in congregational activities and ministries.**
2. **List the ways the congregation participates in activities and ministries of the center.**
3. **List the ways the director functions as a member of the congregational administrative team.**
4. **List the ways the congregation supports the early childhood program. (i.e. regular prayer, tuition sponsorship, reading buddies, fundraising)**
5. **List the significant changes that have been made by the school in this area during the past three years.**

**Required Evidence**

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

|  |
| --- |
|  |

**Written copy of the evangelism approach (i.e. activities, strategies, methods) used by the congregation with early childhood families**

|  |
| --- |
|  |

**Completed NLSA Church Ministry Staff Survey(s)**

|  |
| --- |
|  |

**Current budget(s) for the congregation and the early childhood program**

**Required Indicator 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. Place an “X” in the box and identify supporting evidence and practices.*

**2B:18\* 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.**

|  |
| --- |
|  |

**YES**

|  |
| --- |
|  |

**NO**

**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 of Success is to be rated by a subcommittee, using the criteria below with the corresponding point value. A written response is required for every Indicator in the “Comments” section.*

**Met in Full (2) —** The General Indicator of Success has been completely accomplished by the school. It is verifiable through evidence and documentation.

**Partially Met (1) —** The General Indicator of Success is moderately accomplished but additional detail, depth and written documentation is needed to meet the Indicator in full.

**Not Presently Met (0) —** The General Indicator of Success is not present or is emerging (minimally present).

**2B:19: The school provides opportunities for congregational involvement to promote its mission and ministry.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2B:20: A team ministry exists between the pastor and other church / school staff by supporting each other spiritually, personally and professionally.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2B:21: The center and congregation work collaboratively to develop and effectively implement an evangelism approach (i.e. activities, strategies, methods) for families who do not have an identified church home or attend church regularly.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2B:22: Families are made aware of church programs and activities.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2B:23: The center provides age-appropriate chapel services to foster faith development.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2B:24: All early childhood staff members participate in various activities of the sponsoring congregation.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2B:25: Everyone employed by the center is actively involved in worship and the congregational life of his / her home church.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2B:26: The pastor and other ministry leaders are visible in the center and provide spiritual guidance.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2B:27: The pastor participates in early childhood center activities.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2B:28: The pastor expands his knowledge of early childhood practices to become better able to communicate with young children and families.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2B:29: The congregation provides spiritual support for the staff, students and their families.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2B:30: The congregation provides financial support for the center.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2B:31: The congregation has a plan for financial assistance to families with limited financial resources.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**Summary and Response Actions**

*Provide summary and response actions related to the school’s strengths and need for improvement. A school subcommittee has evaluated the school’s compliance with the assigned Standard through a thoughtful and purposeful evaluation of each General Indicator of Success. Based on the General Indicator of Success rating of “1” or “0”, the school must develop specific plans to improve. Plans are recorded in the Preliminary School Action Plan and include targeted completion dates and assignments. At the discretion of the school, actions may be developed for Indicators that are rated as “2”.*

1. **Are the Required Responses complete? (YES / NO)**
2. **Is the Required Evidence complete? (YES / NO)**
3. **Are the Required Indicators of Success met? (YES / NO)**
4. **Are ratings and comments provided for all REQUIRED and GENERAL Indicators of Success? (YES / NO)**
5. **Are proposed actions provided for GENERAL Indicators of Success that are partially met or not presently met? (YES / NO)**
6. **Based on evidence, what are the strengths of the school related to Standard 2, Section 2B?**
7. **Based on evidence, what are the challenges of the school related to Standard 2, Section 2B? All areas identified as “partially met” [1] or “not presently met” [0] must be addressed in the School Action Plan.**
8. **What is the school’s rating for all Indicators of Success for Standard 2, Section 2B?**

|  |  |  |  |
| --- | --- | --- | --- |
| **INDICATOR** | **RATING** |  | **For a REQUIRED Indicator of Success (\*) answered as “YES”, insert “2”;**  **for “NO”, insert “0”.**  **For GENERAL Indicators of Success, insert “0, 1 or 2”**  **for the rating.**  **For any GENERAL Indicator of SUCCESS answered “Not Applicable”, enter “N/A” and do not include in the Total Points.** |
| **2B:18\*** |  |  |
| **2B:19** |  |  |
| **2B:20** |  |  |
| **2B:21** |  |  |
| **2B:22** |  |  |
| **2B:23** |  |  |
| **2B:24** |  |  |
| **2B:25** |  |  |
| **2B:26** |  |  |
| **2B:27** |  |  |
| **2B:28** |  |  |
| **2B:29** |  |  |
| **2B:30** |  |  |
| **2B:31** |  |  |
| **Total Points:** |  |  |
|  |  |  |
| **Total Number of Indicators Rated** *(Subtract any Indicators marked as “N/A” from total Indicators possible)* |  |  |
| **Total Number of Points Possible**  *(Total Number of Indicators Rated x 2)* |  |  |  |

**STANDARD 2C:** ELEMENTARY SCHOOL   
to EARLY CHILDHOOD CENTER

*Note: Standard 2C applies to early childhood centers that are part of schools that include grade levels above kindergarten.  Freestanding early childhood centers mark N/A for Indicators 2:32-2:39.*

**Overview**

When congregations or associations operate Lutheran schools that include early childhood plus additional grade levels, the school is one entity. A close relationship between the early childhood level and additional levels of the school is vital. The early childhood director and school administrator(s) work together closely to carry out the shared vision. This connection is important for the Lutheran school to effectively carry out its role as part of the mission and ministry of the congregation.

**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. **List school-wide parent education programs and activities.**
2. **Comment on the ways the shared vision is evidenced in the staff, school, church and community-at-large.**
3. **List the significant changes that have been made by the school in this area during the past three years.**

**Required Evidence**

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

|  |
| --- |
|  |

**Agendas for meetings that include administrators from all school levels**

**Required Indicator 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. Place an “X” in the box and identify supporting evidence and practices.*

**2C:32\* The school’s mission and ministry statement reflects a unified school.**

|  |
| --- |
|  |

**YES**

|  |
| --- |
|  |

**NO**

|  |
| --- |
|  |

**NOT APPLICABLE**

**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 of Success is to be rated by a subcommittee, using the criteria below with the corresponding point value. A written response is required for every Indicator in the “Comments” section.*

**Met in Full (2) —** The General Indicator of Success has been completely accomplished by the school. It is verifiable through evidence and documentation.

**Partially Met (1) —** The General Indicator of Success is moderately accomplished but additional detail, depth and written documentation is needed to meet the Indicator in full.

**Not Presently Met (0) —** The General Indicator of Success is not present or is emerging (minimally present).

**2C:33: The governing authority of the school includes representation from all educational levels and maintains a unified school ministry.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2C:34: The director and elementary school administrator(s) meet regularly to coordinate shared aspects of the school ministry.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2C:35: All-staff fellowship opportunities are offered throughout the year.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2C:36: Combined educational programs and/or activities are planned annually for all age groups.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2C:37: The early childhood and kindergarten teachers work together and share information regarding children’s readiness and indicators for school success (i.e. screenings, records, portfolios, assessments).**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2C:38: The early childhood and kindergarten teachers work cooperatively to provide a smooth transition for children and their families.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**2C:39: School criteria for student placement is defined and shared with parents / guardians.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**Summary and Response Actions**

*Provide summary and response actions related to the school’s strengths and need for improvement. A school subcommittee has evaluated the school’s compliance with the assigned Standard through a thoughtful and purposeful evaluation of each General Indicator of Success. Based on the General Indicator of Success rating of “1” or “0”, the school must develop specific plans to improve. Plans are recorded in the Preliminary School Action Plan and include targeted completion dates and assignments. At the discretion of the school, actions may be developed for Indicators that are rated as “2”.*

1. **Are the Required Responses complete? (YES / NO)**
2. **Is the Required Evidence complete? (YES / NO)**
3. **Are the Required Indicators of Success met? (YES / NO)**
4. **Are ratings and comments provided for all REQUIRED and GENERAL Indicators of Success? (YES / NO)**
5. **Are proposed actions provided for GENERAL Indicators of Success that are partially met or not presently met? (YES / NO)**
6. **Based on evidence, what are the strengths of the school related to Standard 2, Section 2C?**
7. **Based on evidence, what are the challenges of the school related to Standard 2, Section 2C? All areas identified as “partially met” [1] or “not presently met” [0] must be addressed in the School Action Plan.**
8. **What is the school’s rating for all Indicators of Success for Standard 2, Section 2C?**

|  |  |  |  |
| --- | --- | --- | --- |
| **INDICATOR** | **RATING** |  | **For a REQUIRED Indicator of Success (\*) answered as “YES”, insert “2”;**  **for “NO”, insert “0”.**  **For GENERAL Indicators of Success, insert “0, 1 or 2”**  **for the rating.**  **For any GENERAL Indicator of SUCCESS answered “Not Applicable”, enter “N/A” and do not include in the Total Points.** |
| **2C:32\*** |  |  |
| **2C:33** |  |  |
| **2C:34** |  |  |
| **2C:35** |  |  |
| **2C:36** |  |  |
| **2C:37** |  |  |
| **2C:38** |  |  |
| **2C:39** |  |  |
| **Total Points:** |  |  |
|  |  |  |
| **Total Number of Indicators Rated** *(Subtract any Indicators marked as “N/A” from total Indicators possible)* |  |  |
| **Total Number of Points Possible**  *(Total Number of Indicators Rated x 2)* |  |  |  |

**STANDARD 3:** LEADERSHIP

*The school is governed and administered   
effectively according to written policy.*

*Note: Standard 3 is divided into two sections: The Early Childhood Governing Authority and The Early Childhood Administrator/Director. Introductory comments and necessary responses are required for each of the two sections.*

**STANDARD 3A:** THE EARLY CHILDHOOD GOVERNING AUTHORITY

**Overview**

Leadership of the school is a critical factor in the successful development, implementation and evaluation of the school. Two primary leadership components are the board or governing authority and the appointed administrator(s). The governing authority guides, steers, directs and oversees the strategic direction of the early childhood center, although some schools may function effectively without a school board by reporting to a supervisor who works with the governing authority. In both governance models, the governing authority and leadership of the school work together to promote family involvement and support the spiritual, social / emotional, cognitive, physical and creative development of students.

**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.*

*Note: Respond to each question below as it relates to the school’s governance model.*

1. **List the major decisions the governing authority and / or direct supervisor has established for the early childhood program during the past three years.**
2. **Describe the process used by the governing authority and / or direct supervisor for systematic needs assessment and development of short and long-term goals.**
3. **List the significant changes that have been made by the school in this area during the past three years.**

**Required Evidence**

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

*Note: Respond to each question below as it relates to the school’s governance model.*

|  |
| --- |
|  |

**Diagram of the governing structure of the early childhood / school / church**

|  |
| --- |
|  |

**Governing authority policy manual**

|  |
| --- |
|  |

**Governing authority grievance and due-process resolution procedures**

|  |
| --- |
|  |

**Governing authority minutes from the past three meetings**

|  |
| --- |
|  |

**Short- and long-range goals for the program**

|  |
| --- |
|  |

**Evaluation form used to assess the director**

|  |
| --- |
|  |

**Director’s Supervisor Survey, if applicable**

**Required Indicator 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. Place an “X” in the box and identify supporting evidence and practices.*

*Note: Respond to each question below as it relates to the school’s governance model.*

**3A:01\* The operating organization designates the governing authority and has written policies clearly defining lines of governing authority, responsibilities, limitations of the governing authority and membership.**

|  |
| --- |
|  |

**YES**

|  |
| --- |
|  |

**NO**

**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 of Success is to be rated by a subcommittee, using the criteria below with the corresponding point value. A written response is required for every Indicator in the “Comments” section.*

**Met in Full (2) —** The General Indicator of Success has been completely accomplished by the school. It is verifiable through evidence and documentation.

**Partially Met (1) —** The General Indicator of Success is moderately accomplished but additional detail, depth and written documentation is needed to meet the Indicator in full.

**Not Presently Met (0) —** The General Indicator of Success is not present or is emerging (minimally present).

**3A:02: The governing authority meets and minutes are kept for each meeting.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3A:03: The governing authority receives reports from the director at each meeting.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3A:04: Governance policies are determined at official meetings and recorded in the minutes.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3A:05: The governing authority has established policies that set forth rules and expectations by which the governing authority completes its tasks.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3A:06: The governing authority has clearly defined policies regarding open attendance at meetings and executive sessions.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3A:07: Governing authority policies are collected into a policy manual, separate from the minutes.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3A:08: No conflict of interest exists between members of the governing authority and the early childhood staff.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3A:09: Neither the governing authority nor its individual members involve themselves in the day-to-day operations and management of the center as defined by written policies.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3A:10: The governing authority monitors itself for adherence to policies.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3A:11: The governing authority makes appropriate reports to the operating organization(s).**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3A:12: The governing authority has adopted comprehensive job descriptions for the director and staff.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3A:13: The governing authority provides for the annual evaluation of the director based on job description.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3A:14: The governing authority has written policies or position descriptions clearly delineating supervisory relationships for all staff.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3A:15: The governing authority has approved a process for the supervision and evaluation of staff members that is implemented by the director annually.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3A:16: The governing authority provides adequate paid time for the director to perform administrative duties. If the director is teaching, adequate release time is provided for administrative duties.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3A:17: The governing authority ensures that lead teachers are provided weekly paid planning time away from responsibility of children.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3A:18: The governing body ensures that staff is provided with a separate break area and adult restrooms. Staff members have ways of taking breaks at times of high stress.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3A:19: The governing authority provides opportunities for ongoing professional growth for all staff.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3A:20: The governing authority has a needs assessment process in place for evaluating the effectiveness of the school.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3A:21: The governing authority uses needs assessment process information for school-wide, long-term, systematic planning.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3A:22: The governing authority establishes written short-range and long-range goals for the early childhood program to effectively implement the program’s vision and mission.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3A:23: The governing authority communicates staff and parent grievance and due-process resolution procedures in writing.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3A:24: The governing authority members actively serve as advocates for the early childhood program.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3A:25: The governing authority establishes policies that provide for annual budget planning.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3A:26: The governing authority and director are responsible for coordinating the school’s financial plan with the operating congregation’s financial plan.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3A:27: The governing authority and director ensure that sources of income and expenditures reflect the school philosophy and promote student growth.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3A:28: Salaries and remuneration reflect the current LCMS district recommended salary scale and salaries are reviewed annually.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3A:29: The governing authority provides a benefit package for full-time workers and compensation packages for all employees as required by state and federal regulations.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3A:30: The governing authority ensures that liability insurance is maintained for the school.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**Summary and Response Actions**

*Provide summary and response actions related to the school’s strengths and need for improvement. A school subcommittee has evaluated the school’s compliance with the assigned Standard through a thoughtful and purposeful evaluation of each General Indicator of Success. Based on the General Indicator of Success rating of “1” or “0”, the school must develop specific plans to improve. Plans are recorded in the Preliminary School Action Plan and include targeted completion dates and assignments. At the discretion of the school, actions may be developed for Indicators that are rated as “2”.*

1. **Are the Required Responses complete? (YES / NO)**
2. **Is the Required Evidence complete? (YES / NO)**
3. **Are the Required Indicators of Success met? (YES / NO)**
4. **Are ratings and comments provided for all REQUIRED and GENERAL Indicators of Success? (YES / NO)**
5. **Are proposed actions provided for GENERAL Indicators of Success that are partially met or not presently met? (YES / NO)**
6. **Based on evidence, what are the strengths of the school related to Standard 3, Section 3A?**
7. **Based on evidence, what are the challenges of the school related to Standard 3, Section 3A? All areas identified as “partially met” [1] or “not presently met” [0] must be addressed in the School Action Plan.**
8. **What is the school’s rating for all Indicators of Success for Standard 3, Section 3A?**

|  |  |  |  |
| --- | --- | --- | --- |
| **INDICATOR** | **RATING** |  | **For a REQUIRED Indicator of Success (\*) answered as “YES”, insert “2”;**  **for “NO”, insert “0”.**  **For GENERAL Indicators of Success, insert “0, 1 or 2”**  **for the rating.**  **For any GENERAL Indicator of SUCCESS answered “Not Applicable”, enter “N/A” and do not include in the Total Points.** |
| **3A:01\*** |  |  |
| **3A:02** |  |  |
| **3A:03** |  |  |
| **3A:04** |  |  |
| **3A:05** |  |  |
| **3A:06** |  |  |
| **3A:07** |  |  |
| **3A:08** |  |  |
| **3A:09** |  |  |
| **3A:10** |  |  |
| **3A:11** |  |  |
| **3A:12** |  |  |
| **3A:13** |  |  |
| **3A:14** |  |  |
| **3A:15** |  |  |
| **3A:16** |  |  |
| **3A:17** |  |  |
| **3A:18** |  |  |
| **3A:19** |  |  |
| **3A:20** |  |  |
| **3A:21** |  |  |
| **3A:22** |  |  |
| **3A:23** |  |  |
| **3A:24** |  |  |
| **3A:25** |  |  |
| **3A:26** |  |  |
| **3A:27** |  |  |
| **3A:28** |  |  |
| **3A:29** |  |  |
| **3A:30** |  |  |
| **Total Points:** |  |  |
|  |  |  |
| **Total Number of Indicators Rated** *(Subtract any Indicators marked as “N/A” from total Indicators possible)* |  |  |
| **Total Number of Points Possible**  *(Total Number of Indicators Rated x 2)* |  |  |  |

**STANDARD 3B: THE EARLY CHILDHOOD  
ADMINISTRATOR / DIRECTOR**

**Overview**

The administrator / director assures that the early childhood education program is distinctively Christian and developmentally appropriate. He / she understands the mission and ministry of the congregation and is responsible to staff, children and families for the day-to-day operation of the program.

**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. **Summarize the ways the administrator uses leadership skills in the congregation, community and professional organizations.**
2. **List the significant changes that have been made by the school in this area during the past three years.**

**Required Evidence**

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

|  |
| --- |
|  |

**Administrator completed profile form(s)** *(Refer to General Information About the School section)*

|  |
| --- |
|  |

**Administrator diplomas and proof of professional organization membership**

|  |
| --- |
|  |

**Administrator proof of early childhood coursework**

|  |
| --- |
|  |

**Administrator job description**

|  |
| --- |
|  |

**Administrator evaluation form used by the staff**

|  |
| --- |
|  |

**Most recent statistical report submitted to the National office.**

|  |
| --- |
|  |

**Orientation checklist used with new staff members**

|  |
| --- |
|  |

**Policy for ensuring adequate staff / child ratios at all times**

|  |
| --- |
|  |

**Profile of each class showing the staff / child ratio with the age, number of children and number of adults**

|  |
| --- |
|  |

**Enrollment materials (i.e. written admission procedures, waiting list process)**

|  |
| --- |
|  |

**Completed Director’s Survey**

**Required Indicator 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. Place an “X” in the box and identify supporting evidence and practices.*

**3B:31\* The director demonstrates a personal Christian faith, a commitment to Lutheran education and a dedication to the teaching ministry.**

|  |
| --- |
|  |

**YES**

|  |
| --- |
|  |

**NO**

**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 of Success is to be rated by a subcommittee, using the criteria below with the corresponding point value. A written response is required for every Indicator in the “Comments” section.*

**Met in Full (2) —** The General Indicator of Success has been completely accomplished by the school. It is verifiable through evidence and documentation.

**Partially Met (1) —** The General Indicator of Success is moderately accomplished but additional detail, depth and written documentation is needed to meet the Indicator in full.

**Not Presently Met (0) —** The General Indicator of Success is not present or is emerging (minimally present).

**3B:32: The director implements policies as established by the governing authority and develops procedures to effectively manage the day-to-day operation of the program.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3B:33: The director’s personal profile and qualifications fulfill the job description requirements which include a minimum age of 21.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3B:34: The director has at least a bachelor’s degree with no less than 18 semester hours in early childhood education or is actively working toward accomplishing this requirement.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3B:35: The director is involved in worship in his / her home church and is supportive of the sponsoring congregation’s ministries.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3B:36: The director completes a minimum of 15 clock hours of job-related continuing education each year or follows the requirements of state licensing for each year (whichever has a higher requirement).**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3B:37: The director participates in district-sponsored conferences and events.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3B:38: The director submits information and statistics to the district and the synod annually.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3B:39: The director is a member of at least one professional organization and remains current in early childhood education trends and practices.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3B:40: The director interacts with other early childhood professionals.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3B:41: The director consults with the pastor(s) of the sponsoring congregation.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3B:42: The director provides spiritual leadership for the staff and school community.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3B:43: The director or governing authority assures that levels of responsibility and accountability are clearly defined for applicable support staff. (i.e. secretarial, maintenance, cafeteria, transportation)**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3B:44: The director provides adequate orientation and training for new teaching staff members and substitutes in the following areas:**

|  |
| --- |
|  |

Goals and philosophy

|  |
| --- |
|  |

Emergency health and safety procedures

|  |
| --- |
|  |

Individual needs of assigned children

|  |
| --- |
|  |

Guidance and classroom management techniques

|  |
| --- |
|  |

Child abuse and neglect reporting procedures

|  |
| --- |
|  |

Planned daily activities of the program

|  |
| --- |
|  |

Expectations for ethical conduct

|  |
| --- |
|  |

Other items required by state licensing

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3B:45: The director meets with teaching staff members individually and collectively.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3B:46: The director provides an ongoing program of staff supervision that includes informal and formal observations, individual meetings, self-evaluations by staff members and a formal written evaluation.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3B:47: The director oversees a professional development plan for each teaching staff member based on job description, self-evaluation and evaluation by director.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3B:48: The director ensures that accurate confidential files for staff members and students are kept in an organized manner in accordance with licensing regulations.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3B:49: The director provides leadership in establishing developmentally appropriate curriculum and resources.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3B:50: The director provides in-service opportunities for staff.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3B:51: The director works with the governing authority to assure handbooks and manuals are updated with appropriate policies and procedures. The updates are regularly communicated to staff and parents, as applicable.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3B:52: The director reviews all public relations and printed materials used to market the program.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3B:53: The director implements the policies and decisions of the governing authority.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3B:54: The director manages the approved budget and finances according to the clearly defined responsibilities and limitations set forth by the governing authority.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3B:55: The director plans and implements a health and safety program that includes the necessary state requirements.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3B:56: The director limits group size appropriate for the age and level of the students and ensures optimal student growth. The limits set forth below are in effect in all classrooms.**

***Ratios and group sizes will be assessed during the Validation Team Visit. Ratios meet the requirements below or state licensing requirements (whichever has a higher requirement).***

|  |  |  |
| --- | --- | --- |
| **Staff / Child Ratios Within A Specified Group** | | |
| **GROUP** | **MAXIMUM** | **GROUP SIZE** |
| Infants (Birth to 12 mos.) | 1:4 | 8 |
| Toddlers (12 to 24 mos.) | 1:4 | 12 |
| 2-Year-Olds (to 30 mos.) | 1:6 | 12 |
| 2 ½-Year-Olds (to 36 mos.) | 1:7 | 14 |
| 3-Year-Olds | 1:10 | 20 |
| 4-Year-Olds | 1:10 | 20 |
| 5-Year-Olds | 1:10 | 20 |

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3B:57: The director admits students according to established written admission criteria.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**3B:58: The director designates a qualified individual to be in charge in his / her absence and posts the information.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**Summary and Response Actions**

*Provide summary and response actions related to the school’s strengths and need for improvement. A school subcommittee has evaluated the school’s compliance with the assigned Standard through a thoughtful and purposeful evaluation of each General Indicator of Success. Based on the General Indicator of Success rating of “1” or “0”, the school must develop specific plans to improve. Plans are recorded in the Preliminary School Action Plan and include targeted completion dates and assignments. At the discretion of the school, actions may be developed for Indicators that are rated as “2”.*

1. **Are the Required Responses complete? (YES / NO)**
2. **Is the Required Evidence complete? (YES / NO)**
3. **Are the Required Indicators of Success met? (YES / NO)**
4. **Are ratings and comments provided for all REQUIRED and GENERAL Indicators of Success? (YES / NO)**
5. **Are proposed actions provided for GENERAL Indicators of Success that are partially met or not presently met? (YES / NO)**
6. **Based on evidence, what are the strengths of the school related to Standard 3, Section 3B?**
7. **Based on evidence, what are the challenges of the school related to Standard 3, Section 3B? All areas identified as “partially met” [1] or “not presently met” [0] must be addressed in the School Action Plan.**
8. **What is the school’s rating for all Indicators of Success for Standard 3, Section 3B?**

|  |  |  |  |
| --- | --- | --- | --- |
| **INDICATOR** | **RATING** |  | **For a REQUIRED Indicator of Success (\*) answered as “YES”, insert “2”;**  **for “NO”, insert “0”.**  **For GENERAL Indicators of Success, insert “0, 1 or 2”**  **for the rating.**  **For any GENERAL Indicator of SUCCESS answered “Not Applicable”, enter “N/A” and do not include in the Total Points.** |
| **3B:31\*** |  |  |
| **3B:32** |  |  |
| **3B:33** |  |  |
| **3B:34** |  |  |
| **3B:35** |  |  |
| **3B:36** |  |  |
| **3B:37** |  |  |
| **3B:38** |  |  |
| **3B:39** |  |  |
| **3B:40** |  |  |
| **3B:41** |  |  |
| **3B:42** |  |  |
| **3B:43** |  |  |
| **3B:44** |  |  |
| **3B:45** |  |  |
| **3B:46** |  |  |
| **3B:47** |  |  |
| **3B:48** |  |  |
| **3B:49** |  |  |
| **3B:50** |  |  |
| **3B:51** |  |  |
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| **3B:53** |  |  |
| **3B:54** |  |  |
| **3B:55** |  |  |
| **3B:56** |  |  |
| **3B:57** |  |  |
| **3B:58** |  |  |
| **Total Points:** |  |  |
|  |  |  |
| **Total Number of Indicators Rated** *(Subtract any Indicators marked as “N/A” from total Indicators possible)* |  |  |
| **Total Number of Points Possible**  *(Total Number of Indicators Rated x 2)* |  |  |  |

**STANDARD 4:** PERSONNEL

*A qualified and competent Christian staff serves the center.*

**Overview**

A qualified and competent Christian staff is essential to a quality Lutheran early childhood center. The cohesive school ministry team embodies the shared vision of the early childhood program.

**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. **List compensation package(s) paid to staff (i.e. salary scale, health care, vacation, sick leave, tuition assistance)**
2. **List the significant changes that have been made by the school in this area during the past three years.**

**Required Evidence**

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

|  |
| --- |
|  |

**Staff profiles** (Refer to *General Information About the School* section)

|  |
| --- |
|  |

**Schedule of staff meetings and three meeting agendas**

|  |
| --- |
|  |

**Description and / or checklist used for new teaching staff orientation**

|  |
| --- |
|  |

**Job descriptions, personnel policies, calls or contract agreements**

|  |
| --- |
|  |

**Current salary and benefit scale**

|  |
| --- |
|  |

**In-service training program / schedule provided by the center in the last 12 months**

|  |
| --- |
|  |

**Staff Survey for Teachers and Assistant Teachers Summary**

|  |
| --- |
|  |

**Support Staff Survey for Non-Teaching Members Summary**

|  |
| --- |
|  |

**Employee handbook**

|  |
| --- |
|  |

**Biblically-based code of ethics for staff**

**Required Indicator 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. Place an “X” in the box and identify supporting evidence and practices.*

**4:01\* All staff members demonstrate agreement in writing with the stated school mission.**

|  |
| --- |
|  |

**YES**

|  |
| --- |
|  |

**NO**

**List supporting evidence or practices:**

**Comments:**

**4:02\* All staff members in licensed and license-exempt centers meet the state’s requirements for criminal record checks including documentation regarding any history of substantiated child abuse, neglect or physical and psychological conditions that might adversely affect a child’s health or safety.**

|  |
| --- |
|  |

**YES**

|  |
| --- |
|  |

**NO**

**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 of Success is to be rated by a subcommittee, using the criteria below with the corresponding point value. A written response is required for every Indicator in the “Comments” section.*

**Met in Full (2) —** The General Indicator of Success has been completely accomplished by the school. It is verifiable through evidence and documentation.

**Partially Met (1) —** The General Indicator of Success is moderately accomplished but additional detail, depth and written documentation is needed to meet the Indicator in full.

**Not Presently Met (0) —** The General Indicator of Success is not present or is emerging (minimally present).

**4:03: Lead teachers have a minimum of a Child Development Associate (CDA) Credential or state recognized equivalent and are at least 18 years of age (21 years of age if working with infants and toddlers) or follow the requirements of state licensing (whichever has a higher requirement.)**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**4:04: Each lead teacher is a member of an early childhood professional organization.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**4:05: Assistant teachers have a minimum of a high school diploma or Graduate Equivalent Degree (GED) and are at least 18 years of age (21 years of age if working with infants and toddlers) or follow the requirements of state licensing (whichever has a higher requirement).**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**4:06: Each teaching staff member completes a minimum of 12 clock hours of continuing education each year or follows the requirements of state licensing. (whichever has a higher requirement).**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**4:07: Each teaching staff member has responsibility for developing relationships with a specific group of children.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**4:08: Each staff member demonstrates a personal relationship with Jesus Christ.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**4:09: Each staff member adheres to a biblically-based code of ethical behavior that has been developed and approved by the congregation.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**4:10: Each staff member attends regularly scheduled staff meetings, work days and staff events appropriate to his/her position.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**4:11: Each staff member completes a Staff Survey for Teachers and Assistant Teachers.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**4:12: Each staff member respects confidentiality of information shared by parents and information gained by interactions with children and families.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**4:13: Each staff member demonstrates a commitment to the mission and ministry of the school.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**4:14: The director and staff members plan and consult frequently about the program, children and families.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**Summary and Response Actions**

*Provide summary and response actions related to the school’s strengths and need for improvement. A school subcommittee has evaluated the school’s compliance with the assigned Standard through a thoughtful and purposeful evaluation of each General Indicator of Success. Based on the General Indicator of Success rating of “1” or “0”, the school must develop specific plans to improve. Plans are recorded in the Preliminary School Action Plan and include targeted completion dates and assignments. At the discretion of the school, actions may be developed for Indicators that are rated as “2”.*

1. **Are the Required Responses complete? (YES / NO)**
2. **Is the Required Evidence complete? (YES / NO)**
3. **Are the Required Indicators of Success met? (YES / NO)**
4. **Are ratings and comments provided for all REQUIRED and GENERAL Indicators of Success? (YES / NO)**
5. **Are proposed actions provided for GENERAL Indicators of Success that are partially met or not presently met? (YES / NO)**
6. **Based on evidence, what are the strengths of the school related to Standard 4?**
7. **Based on evidence, what are the challenges of the school related to Standard 4? All areas identified as “partially met” [1] or “not presently met” [0] must be addressed in the School Action Plan.**
8. **What is the school’s rating for all Indicators of Success for Standard 4?**

|  |  |  |  |
| --- | --- | --- | --- |
| **INDICATOR** | **RATING** |  | **For a REQUIRED Indicator of Success (\*) answered as “YES”, insert “2”;**  **for “NO”, insert “0”.**  **For GENERAL Indicators of Success, insert “0, 1 or 2”**  **for the rating.**  **For any GENERAL Indicator of SUCCESS answered “Not Applicable”, enter “N/A” and do not include in the Total Points.** |
| **4:01\*** |  |  |
| **4:02\*** |  |  |
| **4:03** |  |  |
| **4:04** |  |  |
| **4:05** |  |  |
| **4:06** |  |  |
| **4:07** |  |  |
| **4:08** |  |  |
| **4:09** |  |  |
| **4:10** |  |  |
| **4:11** |  |  |
| **4:12** |  |  |
| **4:13** |  |  |
| **4:14** |  |  |
| **Total Points:** |  |  |
|  |  |  |
| **Total Number of Indicators Rated** *(Subtract any Indicators marked as “N/A” from total Indicators possible)* |  |  |
| **Total Number of Points Possible**  *(Total Number of Indicators Rated x 2)* |  |  |  |

**STANDARD 5:** STAFF / CHILD INTERACTIONS

*Staff members relate appropriately and effectively with all children.*

**Overview**

The Lutheran early childhood center is a community of people, redeemed by God through Jesus Christ, in which all are affirmed because of their forgiveness through Him. Christ’s love motivates each staff member to develop a warm and loving environment where each child is nurtured to develop positive relationships with others and reach his / her full potential. Teaching staff members recognize and provide opportunities for young children to develop an understanding of self and others. These interactions are characterized by warmth, Christ-centered relationships, respect, positive support and responsiveness.

**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. **Identify the progressive steps followed by teachers and parents / guardians to address the needs of students who exhibit ongoing behavioral or developmental concerns.**
2. **List the significant changes that have been made by the school in this area during the past three years.**

**Required Evidence**

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

|  |
| --- |
|  |

**Early childhood discipline policy**

**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. Place an “X” in the box and identify supporting evidence and practices.*

**5:01\* The school promotes positive, Christ-centered relationships among all children and adults.**

|  |
| --- |
|  |

**YES**

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| --- |
|  |

**NO**

**List supporting evidence or practices:**

**Comments:**

**5:02\* Staff members provide a safe and nurturing environment free from negative verbal interaction, physical punishment, psychological abuse, coercion and threats as forms of discipline.**

|  |
| --- |
|  |

**YES**

|  |
| --- |
|  |

**NO**

**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 of Success is to be rated by a subcommittee, using the criteria below with the corresponding point value. A written response is required for every Indicator in the “Comments” section.*

**Met in Full (2) —** The General Indicator of Success has been completely accomplished by the school. It is verifiable through evidence and documentation.

**Partially Met (1) —** The General Indicator of Success is moderately accomplished but additional detail, depth and written documentation is needed to meet the Indicator in full.

**Not Presently Met (0) —** The General Indicator of Success is not present or is emerging (minimally present).

**5:03: Staff members treat adults and children with dignity and respect through speech and actions.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**5:04: Teachers initiate activities and discussions that build a positive, Christ-centered self-identity and respect for and acceptance of others.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**5:05: Teachers encourage children to become self-reliant in routine activities.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**5:06: Teachers communicate with children at the child’s eye-level, listening and responding to children’s conversations and encouraging them to use language.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**5:07: Teachers provide empathy, comfort, kindness, patience and care to distressed, sad and crying children.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**5:08: Teachers support and help parents / guardians and children with separation anxiety.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**5:09: Teachers provide children of both genders equal opportunity to participate in activities.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**5:10: Teachers model and promote positive social interaction in the classroom.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**5:11: Teachers assess the needs of children and, in partnership with parents/guardian, involve appropriate community resources.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**5:12: Teachers recognize and respect each family’s culture, practices and language.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**5:13: Teachers engage children in meaningful conversation at meal times and throughout the day.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**5:14: Teachers intentionally share their faith in Jesus with young children.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**5:15: Teachers encourage children to use words to solve problems when dealing with emotions.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**5:16: Teachers follow the written discipline plan which includes:**

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Positive suggestions

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Encouragement of positive behaviors

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| --- |
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Redirection

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| --- |
|  |

Discussion of feelings

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Logical consequences

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| --- |
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Guidance and direction for children who hurt or bully

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| --- |
|  |

Assistance in developing conflict resolution skills (describe problems, attempt alternative solutions)

|  |
| --- |
|  |

Assistance in regulating behavior by setting clear limits and applying them consistently

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**5:17: Teachers follow the written discipline plan for protecting student’s personal rights. Students are free from:**

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| --- |
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Corporal or unusual punishment

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Infliction of pain

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Placement in any restraining device

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Humiliation

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Hostile threats

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| --- |
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Intimidation

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Coercion

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Mental abuse

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|  |

Other actions of a punitive nature including, but not limited to, interference with daily living functions (i.e. eating, sleeping, or toileting; or withholding of shelter, clothing, medication or aids to physical functioning)

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**5:18: The written discipline plan incorporates a due process for children and parents / guardians.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**Summary and Response Actions**

*Provide summary and response actions related to the school’s strengths and need for improvement. A school subcommittee has evaluated the school’s compliance with the assigned Standard through a thoughtful and purposeful evaluation of each General Indicator of Success. Based on the General Indicator of Success rating of “1” or “0”, the school must develop specific plans to improve. Plans are recorded in the Preliminary School Action Plan and include targeted completion dates and assignments. At the discretion of the school, actions may be developed for Indicators that are rated as “2”.*

1. **Are the Required Responses complete? (YES / NO)**
2. **Is the Required Evidence complete? (YES / NO)**
3. **Are the Required Indicators of Success met? (YES / NO)**
4. **Are ratings and comments provided for all REQUIRED and GENERAL Indicators of Success? (YES / NO)**
5. **Are proposed actions provided for GENERAL Indicators of Success that are partially met or not presently met? (YES / NO)**
6. **Based on evidence, what are the strengths of the school related to Standard 5?**
7. **Based on evidence, what are the challenges of the school related to Standard 5? All areas identified as “partially met” [1] or “not presently met” [0] must be addressed in the School Action Plan.**
8. **What is the school’s rating for all Indicators of Success for Standard 5?**

|  |  |  |  |
| --- | --- | --- | --- |
| **INDICATOR** | **RATING** |  | **For a REQUIRED Indicator of Success (\*) answered as “YES”, insert “2”;**  **for “NO”, insert “0”.**  **For GENERAL Indicators of Success, insert “0, 1 or 2”**  **for the rating.**  **For any GENERAL Indicator of SUCCESS answered “Not Applicable”, enter “N/A” and do not include in the Total Points.** |
| **5:01\*** |  |  |
| **5:02\*** |  |  |
| **5:03** |  |  |
| **5:04** |  |  |
| **5:05** |  |  |
| **5:06** |  |  |
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| **5:16** |  |  |
| **5:17** |  |  |
| **5:18** |  |  |
| **Total Points:** |  |  |
|  |  |  |
| **Total Number of Indicators Rated** *(Subtract any Indicators marked as “N/A” from total Indicators possible)* |  |  |
| **Total Number of Points Possible**  *(Total Number of Indicators Rated x 2)* |  |  |  |

**STANDARD 6:** FACILITIES

*The center maintains a safe environment that supports student learning.*

**Overview**

The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all children and staff. The building, grounds and equipment are designed to provide a developmentally appropriate environment in which young children work, play, explore and learn.

When the early childhood facility is shared with other congregational programs, it is important that specific guidelines are developed to assist the various programs in coordinating use of equipment, materials and space.

**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. **List the individuals / group responsible for the overall care and maintenance of the school and grounds.**
2. **List the significant changes that have been made by the school in this area during the past three years.**

**Required Evidence**

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

|  |
| --- |
|  |

**Floor plan of the early childhood facility, including indoor and outdoor areas and square footage of each area used by students**

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| --- |
|  |

**Plans for further development of the early childhood facility**

|  |
| --- |
|  |

**Daily, weekly and monthly cleaning / maintenance plan**

**Required Indicator 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. Place an “X” in the box and identify supporting evidence and practices.*

**6:01\* The center complies with all federal, state and local building, health, safety and disaster preparedness facility requirements and maintains documentation of the requirements including certificates, licenses and records of violations or deficiencies with documentation of resolution.**

|  |
| --- |
|  |

**YES**

|  |
| --- |
|  |

**NO**

**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 of Success is to be rated by a subcommittee, using the criteria below with the corresponding point value. A written response is required for every Indicator in the “Comments” section.*

**Met in Full (2) —** The General Indicator of Success has been completely accomplished by the school. It is verifiable through evidence and documentation.

**Partially Met (1) —** The General Indicator of Success is moderately accomplished but additional detail, depth and written documentation is needed to meet the Indicator in full.

**Not Presently Met (0) —** The General Indicator of Success is not present or is emerging (minimally present).

**6:02: The physical environment reflects the Christian philosophy of the program.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**:**

**6:03: Buildings, grounds and equipment are safe, clean, attractive and developmentally appropriate for the age and number of children.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**6:04: Reasonable facility accommodations are made to be inclusive of all children, including children with identified disabilities and special learning / developmental needs.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**6:05: A minimum of thirty-five square feet of indoor space per child is provided for individual, small group and large group activities.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**6:06: Individual spaces are provided for children to store their personal belongings.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**6:07: All rooms are well-lit and ventilated, and the temperature is comfortable.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**6:08: Furniture and equipment is age-appropriate, sturdy and safe.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**6:09: A variety of well-maintained materials are organized on low storage shelves to encourage independent use by children. Materials are rotated frequently to promote learning and extend children’s play opportunities.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**6:10: Materials are developmentally appropriate and adequate in number to ensure choice and variety.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**6:11: Learning environments include the following areas:**

|  |
| --- |
|  |

Worship center

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| --- |
|  |

Dramatic play

|  |
| --- |
|  |

Music / creative movement

|  |
| --- |
|  |

Art

|  |
| --- |
|  |

Blocks

|  |
| --- |
|  |

Manipulatives

|  |
| --- |
|  |

Science exploration / technology

|  |
| --- |
|  |

Math exploration

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| --- |
|  |

Book area

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| --- |
|  |

Sensory play

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| --- |
|  |

Writing center

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| --- |
|  |

Quiet spaces

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|  |

Soft elements (i.e. rugs, cushions, soft furniture)

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**6:12: Classroom areas are arranged so that traffic patterns do not interfere with activities.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**6:13: The following materials are included in learning environments:**

|  |
| --- |
|  |

Christian growth materials (i.e. books, audiovisual, props and puppets)

|  |
| --- |
|  |

Small muscle manipulatives (i.e. beads, puzzles, lacing)

|  |
| --- |
|  |

Large muscle manipulatives (i.e. beanbags, balls, balance beam, wheeled vehicles)

|  |
| --- |
|  |

Art media (i.e. paint, scissors, markers)

|  |
| --- |
|  |

Music items (i.e. musical recordings, rhythm instruments)

|  |
| --- |
|  |

Drama and role-play props (i.e. puppets, props to adapt dramatic play areas to reflect a variety of community settings)

|  |
| --- |
|  |

Science materials (i.e. plants, pets, shells)

|  |
| --- |
|  |

Math materials and manipulatives (i.e. number puzzles, cubes, games)

|  |
| --- |
|  |

Language and literacy materials (i.e. fiction and non-fiction children’s books, writing tools, stencils)

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**6:14: A print-rich environment supports learning by offering materials and activities throughout the classroom that encourage reading, writing and talking. (i.e. functional labeling, daily schedules, alphabet chart, lunch menu, rotation of books, magazines, posted poems, song charts, children’s work with their writing or dictation, weather graphs, a variety of props and play materials for vocabulary development and role play)**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**6:15: Classroom décor is child-centered and includes original artwork and writing from students with minimal commercial products.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**6:16: Visual displays reflect the activities and interests of the children.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**6:17: Young children’s writing and art is displayed at their eye level whenever possible.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**6:18: The learning environment is orderly and kept clean and safe as children use the facility.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**6:19: Toilets, drinking water and hand-washing facilities are easily accessible to children.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**6:20: Classroom windows are screened when open.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**6:21: A minimum of seventy-five square feet of outdoor play space per child exists that includes shade, as well as a variety of surfaces.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**6:22: The outdoor play area, surfaces and equipment:**

|  |
| --- |
|  |

Are in good repair with no hazardous items

|  |
| --- |
|  |

Have sandboxes (optional) that are covered when not in use

|  |
| --- |
|  |

Are free from trash

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**6:23: Cushioning (i.e. mats, pea gravel, sand, wood chips) material exists under all play equipment.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**Summary and Response Actions**

*Provide summary and response actions related to the school’s strengths and need for improvement. A school subcommittee has evaluated the school’s compliance with the assigned Standard through a thoughtful and purposeful evaluation of each General Indicator of Success. Based on the General Indicator of Success rating of “1” or “0”, the school must develop specific plans to improve. Plans are recorded in the Preliminary School Action Plan and include targeted completion dates and assignments. At the discretion of the school, actions may be developed for Indicators that are rated as “2”.*

1. **Are the Required Responses complete? (YES / NO)**
2. **Is the Required Evidence complete? (YES / NO)**
3. **Are the Required Indicators of Success met? (YES / NO)**
4. **Are ratings and comments provided for all REQUIRED and GENERAL Indicators of Success? (YES / NO)**
5. **Are proposed actions provided for GENERAL Indicators of Success that are partially met or not presently met? (YES / NO)**
6. **Based on evidence, what are the strengths of the school related to Standard 6?**
7. **Based on evidence, what are the challenges of the school related to Standard 6? All areas identified as “partially met” [1] or “not presently met” [0] must be addressed in the School Action Plan.**
8. **What is the school’s rating for all Indicators of Success for Standard 6?**

|  |  |  |  |
| --- | --- | --- | --- |
| **INDICATOR** | **RATING** |  | **For a REQUIRED Indicator of Success (\*) answered as “YES”, insert “2”;**  **for “NO”, insert “0”.**  **For GENERAL Indicators of Success, insert “0, 1 or 2”**  **for the rating.**  **For any GENERAL Indicator of SUCCESS answered “Not Applicable”, enter “N/A” and do not include in the Total Points.** |
| **6:01\*** |  |  |
| **6:02** |  |  |
| **6:03** |  |  |
| **6:04** |  |  |
| **6:05** |  |  |
| **6:06** |  |  |
| **6:07** |  |  |
| **6:08** |  |  |
| **6:09** |  |  |
| **6:10** |  |  |
| **6:11** |  |  |
| **6:12** |  |  |
| **6:13** |  |  |
| **6:14** |  |  |
| **6:15** |  |  |
| **6:16** |  |  |
| **6:17** |  |  |
| **6:18** |  |  |
| **6:19** |  |  |
| **6:20** |  |  |
| **6:21** |  |  |
| **6:22** |  |  |
| **6:23** |  |  |
| **Total Points:** |  |  |
|  |  |  |
| **Total Number of Indicators Rated** *(Subtract any Indicators marked as “N/A” from total Indicators possible)* |  |  |
| **Total Number of Points Possible**  *(Total Number of Indicators Rated x 2)* |  |  |  |

**STANDARD 7:** WELLNESS

*The school implements a wellness plan, based on best practices, and assures that children learn healthy habits.*

*Note: Standard 7 is divided into two sections: Health and Safety and Food and Nutrition. Introductory comments and necessary responses are required for each of the two sections.*

**STANDARD 7A:** HEALTH AND SAFETY

**Overview**

The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all staff and children. Children receive healthy snacks / meals, participate in physical activity and are introduced to healthy practices.

**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 indoor / outdoor facility is made secure against intruders.**
2. **List the significant changes that have been made by the school in this area during the past three years.**

**Required Evidence**

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

|  |
| --- |
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**Written policy for storing and dispensing children’s medications**

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| --- |
|  |

**Written communicable disease policy**

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| --- |
|  |

**Written accident and injury policy**

|  |
| --- |
|  |

**Written policies regarding smoking, alcohol, illegal drugs and drug testing**

|  |
| --- |
|  |

**Written procedures for the safe arrival and departure of children**

|  |
| --- |
|  |

**Written disaster and evacuation procedures**

**Required Indicator 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. Place an “X” in the box and identify supporting evidence and practices.*

**7A:01\* The center complies with all federal, state and local building, health, safety and disaster preparedness requirements.**

|  |
| --- |
|  |

**YES**

|  |
| --- |
|  |

**NO**

**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 of Success is to be rated by a subcommittee, using the criteria below with the corresponding point value. A written response is required for every Indicator in the “Comments” section.*

**Met in Full (2) —** The General Indicator of Success has been completely accomplished by the school. It is verifiable through evidence and documentation.

**Partially Met (1) —** The General Indicator of Success is moderately accomplished but additional detail, depth and written documentation is needed to meet the Indicator in full.

**Not Presently Met (0) —** The General Indicator of Success is not present or is emerging (minimally present).

**HEALTH / SAFETY (Indicators 7A:02 through 7A:25)**

**7A:02: Each staff member is at least 18 years old (21 years old if working with infants / toddlers) and has a high school diploma or equivalency or follows the requirements of state licensing (whichever has a higher requirement).**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:03: Teachers position themselves to observe and monitor all children in classrooms, hallways, restrooms, lunchroom, gym, playground and sanctuary.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:04: Two qualified staff members are on site at all times when children are present.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:05: One person with training in pediatric Cardiopulmonary Resuscitation (CPR) and First Aid is on site at all times when children are present.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:06: Staff members meet Occupational Safety & Hazard Administration (OSHA – Universal Precautions) requirements for blood-borne pathogens.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:07: Teachers are trained to recognize symptoms of child abuse and neglect and the reporting requirements.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:08: Teachers identify and remove all choking hazards for children (including food).**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:09: Teachers are aware of, take measures to accommodate and adjust curriculum to include all children with environmental, pet and food allergies.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:10: Provision is made for the safe drop-off and pick-up of children.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:11: Electrical outlets are covered.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:12: Cleaning supplies and other toxic materials are properly labeled, stored and kept out of children’s reach.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:13: The facility and grounds are smoke-free.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:14: First-aid supplies are available in every classroom and in the outdoor area. The first aid kit’s location is marked for easy identification.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:15: Stairs and hallways are well-lighted and have additional emergency lighting.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:16: Fire extinguishers and smoke detectors are installed, tagged and serviced annually.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**EMERGENCIES/EVACUATIONS (Indicators 7A:17 through 7A:25)**

**7A:17: Teachers maintain an emergency file for all children and adults in their classroom. The file is taken along whenever the class leaves the classroom. Files are updated regularly and contain:**

|  |
| --- |
|  |

Name

|  |
| --- |
|  |

Date of birth

|  |
| --- |
|  |

Emergency contact information

|  |
| --- |
|  |

Child pick-up authorization list

|  |
| --- |
|  |

Physician / dentist

|  |
| --- |
|  |

Preference of health care facility

|  |
| --- |
|  |

Authorization for emergency treatment

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:18: The program has written disaster and evacuation procedures.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:19: Evacuation routes and alternate routes are posted in offices, hallways, classrooms, kitchen and other areas used by staff members and children. (Routes must not pass through restrooms, kitchens or storage areas.)**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:20: A “safe house”/ alternate shelter is identified in the event the site needs to be evacuated.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:21: Fire drills are conducted and recorded once per month. Teachers take written attendance records and emergency information with them and account for all children.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:22: Tornado, hurricane, earthquake and / or other drills are conducted and recorded per state licensing requirements.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:23: Written records of emergency drills and evacuations are kept on file.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:24: In consultation with local first responders, a lock-down plan is developed and drills are conducted.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:25: Parents / guardians and staff members are notified when the center closes in an emergency because conditions have arisen that make the building unsafe. (i.e. structural damage, no water / electricity / heat, sewage problems, gas leaks)**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**ACCIDENTS / ILLNESSES (Indicators 7A:26 through 7A:31)**

**7A:26: All families are notified when an infectious disease is reported to the school.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:27: Staff members / children with infectious diseases are excluded from attendance in accordance with a physician’s or the health department’s directive.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:28: A separate area is available for sick children. Children are supervised until a parent / guardian arrives.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:29: Minor injuries are documented in writing and parents are notified.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:30: Major injuries (including head injuries) are communicated to the parent / guardian immediately. Appropriate emergency procedures are followed and the injury is documented in writing and kept on file.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:31: All staff members wear disposable protective gloves when coming in contact with body fluids, toileting accidents, injury and illness.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**HEALTH RECORDS / MEDICATION (Indicators 7A:32 through 7A:34)**

**7A:32: Health records document that children are current for routine screenings and immunizations.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:33: Written policy protects the rights and privacy of children and parents / guardians in the areas of personal information, health and medical history and other pertinent information. Staff members adhere to the confidentiality of such information.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:34: Medication is administered to children according to state licensing rules and the written procedures of the school.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**HAND WASHING (Indicators 7A:35 through 7A:36)**

**7A:35: All staff members wash their hands with liquid soap and running water:**

|  |
| --- |
|  |

Before starting work

|  |
| --- |
|  |

Before and after eating

|  |
| --- |
|  |

Before preparing or serving food

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| --- |
|  |

After diapering

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| --- |
|  |

After handling bodily fluids

|  |
| --- |
|  |

Before administering medications

|  |
| --- |
|  |

After touching or feeding animals

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| --- |
|  |

When hands are soiled

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:36: All children wash hands using liquid soap and running water:**

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| --- |
|  |

Upon arrival

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| --- |
|  |

Before eating

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| --- |
|  |

Before and after playing in the water table

|  |
| --- |
|  |

After toileting and diapering

|  |
| --- |
|  |

After touching or feeding animals

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| --- |
|  |

After outdoor activities

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**SECURITY (Indicators 7A:37 through 7A:38)**

**7A:37: The facility is secure against strangers interacting with young children.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:38: The playground area is protected and secured by a fence.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**DIAPERING AND TOILETING (Indicators 7A:39 through 7A:43)**

**7A:39: All staff members wear disposable protective gloves when diapering or helping children with toileting and dispose of contaminated items in marked disposal containers.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:40: Containers holding soiled diapers and diapering materials are not accessible to children and have lids that open and close tightly.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:41: Diaper areas and changing tables are sanitized after each child is changed.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:42: Bathrooms are cleaned and sanitized daily.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:43: Teachers and staff ensure privacy for children when changing clothes.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**NAPPING (Indicators 7A:44 through 7A:53)**

**7A:44: A daily rest period is provided for all children four and under who are enrolled in programs more than four hours per day or follow the requirements of state licensing (whichever has a higher requirement).**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:45: Children are provided with cots / mats per state licensing guidelines.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:46: Cots / mats do not block doorways or walkways.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:47: Napping equipment (cots / mats) is sanitized regularly (daily if used by different children weekly if used by the same child and after contamination with bodily fluids.)**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:48: Children’s bedding is stored individually and labeled for each student.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:49: Children’s bedding is laundered weekly or promptly, if soiled.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:50: Napping equipment is stored safely.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:51: Teachers provide a restful environment during nap time.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:52: Teachers provide supervised activities for non-sleeping children after 30 minutes.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:53: Teachers supervise sleeping children and never leave them unattended.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**FIELD TRIPS INCLUDING WALKING TRIPS (Indicators 7A:54 through 7A:59)**

**7A:54: Written permission from the parent / guardian is obtained for each field trip.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:55: Teacher / child ratios are maintained during field trips.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:56: Teachers account for all children before, during and after each field trip.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:57: Emergency information for children / teachers and a first aid kit are taken on every field trip.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:58: School transportation vehicles are equipped with:**

|  |
| --- |
|  |

Age appropriate restraint devices and alarms

|  |
| --- |
|  |

Inspection and maintenance logs

|  |
| --- |
|  |

License and insurance certifications

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7A:59: Adults providing transportation:**

|  |
| --- |
|  |

Are at least 21 years old

|  |
| --- |
|  |

Have adequate insurance to cover all children in the car

|  |
| --- |
|  |

Provide copies of license and insurance (kept on file in the school office)

|  |
| --- |
|  |

Turn off the vehicle when loading / unloading children

|  |
| --- |
|  |

Assist children in entering / exiting the vehicle from curbside

|  |
| --- |
|  |

Use vehicles that are equipped with proper child-safety restraints

|  |
| --- |
|  |

Do not place children in the front seat

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**Summary and Response Actions**

*Provide summary and response actions related to the school’s strengths and need for improvement. A school subcommittee has evaluated the school’s compliance with the assigned Standard through a thoughtful and purposeful evaluation of each General Indicator of Success. Based on the General Indicator of Success rating of “1” or “0”, the school must develop specific plans to improve. Plans are recorded in the Preliminary School Action Plan and include targeted completion dates and assignments. At the discretion of the school, actions may be developed for Indicators that are rated as “2”.*

1. **Are the Required Responses complete? (YES / NO)**
2. **Is the Required Evidence complete? (YES / NO)**
3. **Are the Required Indicators of Success met? (YES / NO)**
4. **Are ratings and comments provided for all REQUIRED and GENERAL Indicators of Success? (YES / NO)**
5. **Are proposed actions provided for GENERAL Indicators of Success that are partially met or not presently met? (YES / NO)**
6. **Based on evidence, what are the strengths of the school related to Standard 7, Section 7A?**
7. **Based on evidence, what are the challenges of the school related to Standard 7, Section 7A? All areas identified as “partially met” [1] or “not presently met” [0] must be addressed in the School Action Plan.**
8. **What is the school’s rating for all Indicators of Success for Standard 7, Section 7A?**

|  |  |  |  |
| --- | --- | --- | --- |
| **INDICATOR** | **RATING** |  | **For a REQUIRED Indicator of Success (\*) answered as “YES”, insert “2”;**  **for “NO”, insert “0”.**  **For GENERAL Indicators of Success, insert “0, 1 or 2”**  **for the rating.**  **For any GENERAL Indicator of SUCCESS answered “Not Applicable”, enter “N/A” and do not include in the Total Points.** |
| **7A:01\*** |  |  |
| **7A:02** |  |  |
| **7A:03** |  |  |
| **7A:04** |  |  |
| **7A:05** |  |  |
| **7A:06** |  |  |
| **7A:07** |  |  |
| **7A:08** |  |  |
| **7A:09** |  |  |
| **7A:10** |  |  |
| **7A:11** |  |  |
| **7A:12** |  |  |
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| **7A:58** |  |  |
| **7A:59** |  |  |
| **Total Points:** |  |  |
|  |  |  |
| **Total Number of Indicators Rated** *(Subtract any Indicators marked as “N/A” from total Indicators possible)* |  |  |
| **Total Number of Points Possible**  *(Total Number of Indicators Rated x 2)* |  |  |  |

**STANDARD 7B:** FOOD AND NUTRITION

**Overview**

The school provides children with snacks and meals that adequately meet their dietary needs. Menus are reviewed and approved. Kitchen facilities are inspected by the health department.

Please indicate if food is:

|  |
| --- |
|  |

Prepared on site

|  |
| --- |
|  |

Vended

|  |
| --- |
|  |

Brought from home

**Required Responses – ALL SCHOOLS**

*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. **Explain the meal / snack delivery system. Who is responsible? What procedures and protocols are in place?**
2. **List the significant changes that have been made by the school in this area during the past three years.**

**Required Evidence – ALL SCHOOLS**

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

|  |
| --- |
|  |

**Written policies related to food storage and food service**

|  |
| --- |
|  |

**Health inspections**

|  |
| --- |
|  |

**Food service license or license exempt documentation**

|  |
| --- |
|  |

**Food preparation area / kitchen cleaning schedule**

**Required Evidence – FOOD PREPARED ON SITE OR VENDED**

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

|  |
| --- |
|  |

**Name of the individual who participates in food service training and a copy of the current certificate, according to state licensing**

|  |
| --- |
|  |

**Menus**

|  |
| --- |
|  |

**Vendor contract (if applicable) assuring that the business, food handlers and premises are inspected and approved by the local health department**

**Required Indicator of Success – ALL SCHOOLS**

*Required Indicators of Success 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.*

**7B:60\* The center complies with all local and state food safety requirements and inspection records are kept on file.**

|  |
| --- |
|  |

**YES**

|  |
| --- |
|  |

**NO**

**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 of Success is to be rated by a subcommittee, using the criteria below with the corresponding point value. A written response is required for every Indicator in the “Comments” section.*

**Met in Full (2) —** The General Indicator of Success has been completely accomplished by the school. It is verifiable through evidence and documentation.

**Partially Met (1) —** The General Indicator of Success is moderately accomplished but additional detail, depth and written documentation is needed to meet the Indicator in full.

**Not Presently Met (0) —** The General Indicator of Success is not present or is emerging (minimally present).

**FOOD SERVICE – ALL SCHOOLS (Indicators 7B:61 through 7B:72)**

**7B:61: Tables are washed with soapy water and sanitized with an approved sanitation solution before and after meals / snacks.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7B:62: Routines are developed to provide minimal wait time for children to begin eating.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7B:63: Teachers sit, eat and converse with children while modeling appropriate behaviors.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7B:64: Children are encouraged to converse freely during snacks / meals.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7B:65: Food is not used as a reward or punishment.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7B:66: Any food item that is shared with the class is brought in unopened packages listing the contents of the food items.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7B:67: The following foods are not served to children under four years old:**

|  |
| --- |
|  |

Hot dogs (whole or sliced in rounds)

|  |
| --- |
|  |

Whole grapes

|  |
| --- |
|  |

Nuts

|  |
| --- |
|  |

Popcorn

|  |
| --- |
|  |

Raw peas

|  |
| --- |
|  |

Hard pretzels

|  |
| --- |
|  |

Spoons of peanut butter

|  |
| --- |
|  |

Chunks of raw carrot

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7B:68: The program promotes good nutrition by educating families and ensuring that students are provided with healthy snacks, meals and celebration foods.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7B:69: Food preparation and storage areas are cleaned according to a posted written schedule.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7B:70: All refrigerators / freezers used to store food / meals have an accurate thermometer inside.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7B:71: Food allergies and special diets are posted where food is prepared / served.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7B:72: A plan is in place to provide snacks / meals to children who arrive without snacks / meals from home.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**FOOD PREPARED ON SITE OR VENDED (Indicators 7B:73 through 7B:80)**

**7B:73: The kitchen is approved for dishwashing or disposable / single use dishware is used.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7B:74: Written weekly menus (snacks / meals) are posted in the kitchen and in classrooms.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7B:75: Vended food is transported in sanitizable, insulated containers.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7B:76: Correct food temperatures are maintained for all food served to children and daily documentation is kept (hot foods: 140 degrees or above; cold foods: 41 degrees or below).**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7B:77: Food is covered during transport from the kitchen.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7B:78: Food handlers / servers wear gloves.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7B:79: Staff members supervise children who handle or serve food, replacing contaminated food and utensils, as needed, during family-style dining.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7B:80: Staff members discard any food brought from the kitchen that remains after the meal.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**FOOD BROUGHT FROM HOME (Indicators 7B:81 through 7B:82)**

**7B:81: Food containers brought from home are labeled with the child’s name and date.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**7B:82: Meals from home are stored in a clean, sanitary refrigerator at 41 degrees or below.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**Summary and Response Actions**

*Provide summary and response actions related to the school’s strengths and need for improvement. A school subcommittee has evaluated the school’s compliance with the assigned Standard through a thoughtful and purposeful evaluation of each General Indicator of Success. Based on the General Indicator of Success rating of “1” or “0”, the school must develop specific plans to improve. Plans are recorded in the Preliminary School Action Plan and include targeted completion dates and assignments. At the discretion of the school, actions may be developed for Indicators that are rated as “2”.*

1. **Are the Required Responses complete? (YES / NO)**
2. **Is the Required Evidence complete? (YES / NO)**
3. **Are the Required Indicators of Success met? (YES / NO)**
4. **Are ratings and comments provided for all REQUIRED and GENERAL Indicators of Success? (YES / NO)**
5. **Are proposed actions provided for GENERAL Indicators of Success that are partially met or not presently met? (YES / NO)**
6. **Based on evidence, what are the strengths of the school related to Standard 7, Section 7B?**
7. **Based on evidence, what are the challenges of the school related to Standard 7, Section 7B? All areas identified as “partially met” [1] or “not presently met” [0] must be addressed in the School Action Plan.**
8. **What is the school’s rating for all Indicators of Success for Standard 7, Section 7B?**

|  |  |  |  |
| --- | --- | --- | --- |
| **INDICATOR** | **RATING** |  | **For a REQUIRED Indicator of Success (\*) answered as “YES”, insert “2”;**  **for “NO”, insert “0”.**  **For GENERAL Indicators of Success, insert “0, 1 or 2”**  **for the rating.**  **For any GENERAL Indicator of SUCCESS answered “Not Applicable”, enter “N/A” and do not include in the Total Points.** |
| **7B:60\*** |  |  |
| **7B:61** |  |  |
| **7B:62** |  |  |
| **7B:63** |  |  |
| **7B:64** |  |  |
| **7B:65** |  |  |
| **7B:66** |  |  |
| **7B:67** |  |  |
| **7B:68** |  |  |
| **7B:69** |  |  |
| **7B:70** |  |  |
| **7B:71** |  |  |
| **7B:72** |  |  |
| **7B:73** |  |  |
| **7B:74** |  |  |
| **7B:75** |  |  |
| **7B:76** |  |  |
| **7B:77** |  |  |
| **7B:78** |  |  |
| **7B:79** |  |  |
| **7B:80** |  |  |
| **7B:81** |  |  |
| **7B:82** |  |  |
| **Total Points:** |  |  |
|  |  |  |
| **Total Number of Indicators Rated** *(Subtract any Indicators marked as “N/A” from total Indicators possible)* |  |  |
| **Total Number of Points Possible**  *(Total Number of Indicators Rated x 2)* |  |  |  |

**STANDARD 8:** CURRICULUM

*The center has a written curriculum that integrates the faith, is developmentally appropriate and is supported by age-appropriate materials and resources.*

**Overview**

The curriculum of the Lutheran early childhood center reflects its philosophy and consists of appropriate learning experiences. It is the organized framework that delineates the following: content that children are to learn, processes through which children achieve curricular goals, teaching practices to help children achieve goals and the context in which teaching and learning occur. The school’s curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and support the spiritual, social / emotional, cognitive, physical and creative growth and development of young children.

**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 curriculum supports and reflects the philosophy of the program.**
2. **Describe how often the curriculum is evaluated and share who is engaged in the process.**
3. **Describe how the curriculum meets the anti-bias / cultural / social / economic needs of the church and community.**
4. **Describe the type of curriculum used for faith development of children.**
5. **Describe the methods of assessing children’s growth and individual needs.**
6. **List the significant changes that have been made by the school in this area during the past three years.**

**Required Evidence**

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

|  |
| --- |
|  |

**One week of lesson plans for each classroom**

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**Center’s written curriculum guide, goals and early learning state standards**

|  |
| --- |
|  |

**Daily and weekly class schedules from each teacher**

|  |
| --- |
|  |

**Forms used for student assessments**

**Required Indicator 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. Place an “X” in the box and identify supporting evidence and practices.*

**8:01\* The center implements a Christian curriculum that promotes learning and development in each of the following domains: spiritual, social / emotional, cognitive, physical and creative growth.**

|  |
| --- |
|  |

**YES**

|  |
| --- |
|  |

**NO**

**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 of Success is to be rated by a subcommittee, using the criteria below with the corresponding point value. A written response is required for every Indicator in the “Comments” section.*

**Met in Full (2) —** The General Indicator of Success has been completely accomplished by the school. It is verifiable through evidence and documentation.

**Partially Met (1) —** The General Indicator of Success is moderately accomplished but additional detail, depth and written documentation is needed to meet the Indicator in full.

**Not Presently Met (0) —** The General Indicator of Success is not present or is emerging (minimally present).

**8:02: The curriculum focuses on the faith-development of young children. Through the Word and Spirit of God, teachers nurture the spiritual development of children throughout the day by:**

|  |
| --- |
|  |

Praying for them and teaching them to pray

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|  |

Using the Bible daily and teaching Bible words

|  |
| --- |
|  |

Sharing Bible stories in developmentally appropriate ways

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| --- |
|  |

Worshiping with children in the classroom and in chapel

|  |
| --- |
|  |

Praising God in song and with words and chants

|  |
| --- |
|  |

Integrating faith development throughout the curriculum

|  |
| --- |
|  |

Living out their faith in Jesus Christ by serving and reaching out to others

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**8:03: The curriculum is based on state standards and reflects a developmentally appropriate philosophy.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**8:04: Learning experiences and materials used in the implementation of the curriculum reflect the early childhood program philosophy.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**8:05: The curriculum supports and values child-paced play as the avenue for learning. Child-initiated, self-selected play is included in large, uninterrupted portions of the daily schedule.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**8:06: Experiences and educational materials are concrete and age-appropriate, addressing various learning styles.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**8:07: Classroom schedules provide a routine and predictable framework.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**8:08: The daily schedule provides a balance of:**

|  |
| --- |
|  |

Indoor / outdoor activities

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| --- |
|  |

Active / quiet activities

|  |
| --- |
|  |

Large group / small group / individual activities

|  |
| --- |
|  |

Child-initiated / teacher-initiated activities

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**8:09: The daily schedule provides for smooth and unhurried transitions from one activity to another.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**8:10: Teachers adapt teaching strategies to meet children’s individual spiritual, social / emotional, cognitive, physical and creative needs and interests.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**8:11: The curriculum provides opportunities and materials for children to learn through exploration and use of their five senses.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**8:12: The curriculum supports opportunities for all children to explore, experiment, question and discover through:**

|  |
| --- |
|  |

Solving simple problems

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| --- |
|  |

Listening

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| --- |
|  |

Observing

|  |
| --- |
|  |

Predicting

|  |
| --- |
|  |

Estimating

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| --- |
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Measuring

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Graphing

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Classifying

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**8:13: The curriculum supports language and literacy through teacher-directed activities including:**

|  |
| --- |
|  |

Reading and telling stories

|  |
| --- |
|  |

Talking about pictures

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| --- |
|  |

Asking open-ended questions

|  |
| --- |
|  |

Listening to children

|  |
| --- |
|  |

Helping children write their own stories

|  |
| --- |
|  |

Teaching finger plays

|  |
| --- |
|  |

Labeling

|  |
| --- |
|  |

Introducing vocabulary

|  |
| --- |
|  |

Engaging in conversations (adult-child, peer-to-peer)

|  |
| --- |
|  |

Providing phonemic awareness experiences (rhymes and repetition)

|  |
| --- |
|  |

Sequencing stories

|  |
| --- |
|  |

Comprehending stories

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**8:14: The curriculum fosters self-identity and understanding and acceptance of other cultures.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**8:15: The curriculum includes culturally responsive teaching practices that reflect the social / economic / cultural community in which the children live.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**8:16: The curriculum provides children with daily opportunities to develop socially through interaction with peers and adults.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**8:17: The curriculum supports creativity through daily experiences in art, music and dramatic play.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**8:18: The curriculum supports physical development through:**

|  |
| --- |
|  |

Large motor activities (i.e. riding tricycles, skipping, climbing)

|  |
| --- |
|  |

Small motor activities (i.e. stacking, cutting, stringing beads, writing)

|  |
| --- |
|  |

Large and small group activities (i.e. dancing, movement games, finger plays)

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**8:19: The curriculum supports the development of safety, wellness and healthy living.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**8:20: Visual media in the classroom is evaluated by administrators or teachers for educational value and contributes to a child’s understanding and learning.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**8:21: The curriculum limits the use of passive visual media (PVM) in favor of developmental learning activities designed to engage children. Teachers are actively involved with children during viewing time and other activities are available to children when PVM is used. (PVM is not used in classrooms with children under age 24 months.)**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**8:22: The curriculum supports comprehensive child assessment that uses a variety of instruments and multiple data sources including:**

|  |
| --- |
|  |

Observations

|  |
| --- |
|  |

Anecdotal records

|  |
| --- |
|  |

Portfolios and work samples

|  |
| --- |
|  |

Screening tools

|  |
| --- |
|  |

Inventory of skills

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| --- |
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Parent / guardian interviews and input

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| --- |
|  |

Developmental screening

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| --- |
|  |

Documentation of children’s benchmarks and milestones

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**8:23: Teachers conduct scheduled student assessments and share results with parents / guardians.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**8:24: Teachers provide families with individualized learning goals based on assessment results and input from parents / guardians.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**8:25: The written curriculum is evaluated annually and appropriate changes are made to ensure student growth.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**Summary and Response Actions**

*Provide summary and response actions related to the school’s strengths and need for improvement. A school subcommittee has evaluated the school’s compliance with the assigned Standard through a thoughtful and purposeful evaluation of each General Indicator of Success. Based on the General Indicator of Success rating of “1” or “0”, the school must develop specific plans to improve. Plans are recorded in the Preliminary School Action Plan and include targeted completion dates and assignments. At the discretion of the school, actions may be developed for Indicators that are rated as “2”.*

1. **Are the Required Responses complete? (YES / NO)**
2. **Is the Required Evidence complete? (YES / NO)**
3. **Are the Required Indicators of Success met? (YES / NO)**
4. **Are ratings and comments provided for all REQUIRED and GENERAL Indicators of Success? (YES / NO)**
5. **Are proposed actions provided for GENERAL Indicators of Success that are partially met or not presently met? (YES / NO)**
6. **Based on evidence, what are the strengths of the school related to Standard 8?**
7. **Based on evidence, what are the challenges of the school related to Standard 8? All areas identified as “partially met” [1] or “not presently met” [0] must be addressed in the School Action Plan.**
8. **What is the school’s rating for all Indicators of Success for Standard 8?**

|  |  |  |  |
| --- | --- | --- | --- |
| **INDICATOR** | **RATING** |  | **For a REQUIRED Indicator of Success (\*) answered as “YES”, insert “2”;**  **for “NO”, insert “0”.**  **For GENERAL Indicators of Success, insert “0, 1 or 2”**  **for the rating.**  **For any GENERAL Indicator of SUCCESS answered “Not Applicable”, enter “N/A” and do not include in the Total Points.** |
| **8:01\*** |  |  |
| **8:02** |  |  |
| **8:03** |  |  |
| **8:04** |  |  |
| **8:05** |  |  |
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| **8:22** |  |  |
| **8:23** |  |  |
| **8:24** |  |  |
| **8:25** |  |  |
| **Total Points:** |  |  |
|  |  |  |
| **Total Number of Indicators Rated** *(Subtract any Indicators marked as “N/A” from total Indicators possible)* |  |  |
| **Total Number of Points Possible**  *(Total Number of Indicators Rated x 2)* |  |  |  |

**STANDARD 9:** INFANTS / TODDLERS

*Staff members partner with parents to cooperatively work toward developing the full potential of each infant and toddler.*

**Overview**

Research in early brain development and cognition provides clear evidence that early experiences establish the ability to learn throughout life. Experiences and materials are intentionally selected to support learning in all developmental domains: spiritual, cognitive, social / emotional, physical and creative. The adult-child relationships are caring, nurturing and responsive to the needs of each child.

Please indicate if the center serves infants and toddlers:

**Infants: Children 0 – 12 months old**

|  |
| --- |
|  |

**YES**

|  |
| --- |
|  |

**NO**

**Toddler: Children 12 – 24 months old**

|  |
| --- |
|  |

**YES**

|  |
| --- |
|  |

**NO**

\*If center **SERVES** infants and/or toddlers, **COMPLETE** this Standard.

\*If center **DOES NOT SERVE** infants or toddlers, **DO NOT COMPLETE** this Standard.

**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. **List the significant changes that have been made by the school in this area during the past three years.**

**Required Evidence**

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

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**Forms used to communicate with families**

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**Curriculum framework**

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**Daily schedules**

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**Assessment materials**

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**Diaper changing procedure**

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**Documentation that staff working with infants / toddlers are trained in “safe sleep” practices and “shaken baby syndrome”**

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**Child care license / certificate indicating the program is certified to provide infant / toddler care in accordance with state licensing regulations**

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**Policies regarding sanitation**

**Required Indicator 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. Place an “X” in the box and identify supporting evidence and practices.*

**9:01\* Teaching staff members supervise infants and toddlers by sight and sound at all times.**

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|  |

**YES**

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**NO**

**List supporting evidence or practices:**

**Comments:**

**9:02\* To reduce the risk of Sudden Infant Death Syndrome, infants are placed on their backs to sleep on a firm surface that meets the standard of the United States Consumer Product Safety Commission, unless otherwise ordered by a physician.**

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**YES**

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**NO**

**List supporting evidence or practices:**

**Comments:**

**9:03\* At least one teaching staff member who has a certificate showing satisfactory completion of pediatric first aid training and satisfactory completion of pediatric CPR is always present with each group of children.**

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**YES**

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**NO**

**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 of Success is to be rated by a subcommittee, using the criteria below with the corresponding point value. A written response is required for every Indicator in the “Comments” section.*

**Met in Full (2) —** The General Indicator of Success has been completely accomplished by the school. It is verifiable through evidence and documentation.

**Partially Met (1) —** The General Indicator of Success is moderately accomplished but additional detail, depth and written documentation is needed to meet the Indicator in full.

**Not Presently Met (0) —** The General Indicator of Success is not present or is emerging (minimally present).

**STAFFING (Indicators 9:04 through 9:06)**

**9:04: Lead teachers have a minimum of a Child Development Associate (CDA) Credential or state recognized equivalent and are at least 21 years of age or follow the requirements of state licensing (whichever has a higher requirement).**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:05: Assistant teachers have a minimum high school diploma or GED and are at least 21 years of age or follow the requirements of state licensing (whichever has a higher requirement).**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:06: Teachers have a means of communicating with other staff members without leaving children unattended.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**INTERACTIONS (Indicators 9:07 through 9:24)**

**9:07: Teachers develop trusting relationships with children and families.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:08: Teachers work in partnership with families to establish developmentally appropriate caregiving routines that meet the needs of each child.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:09: Teachers are sensitive and understanding of family concerns, family culture and family structure.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:10: Teachers greet and communicate with parents / guardians on a daily basis (in person or in writing) regarding activities, developmental milestones, shared caregiving issues and other information that affects the well-being and development of each child.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:11: Centers devise a daily record chart for each infant / toddler. The record includes:**

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Food and fluid offered; food and fluid taken

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Time of diaper changes

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Mood of child

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Unusual health conditions (i.e. skin rash, diarrhea / constipation, elevated temperature, injuries)

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:12: Centers maintain continuity of care. The center makes every effort to keep infants, toddlers and their teachers together for a minimum of 9 months.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:13: A primary teacher is assigned to each infant and toddler.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:14: Teachers express warmth through physical affection, eye contact, tone of voice and smiles.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:15: Teachers engage infants and toddlers in frequent, face-to-face social interactions throughout the day. (i.e. talking, singing, playing peek-a-boo)**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:16: Teachers give infants one-on-one attention when engaging in caregiving routines and engage toddlers in many one-on-one, face-to-face conversations.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:17: Teachers quickly respond to signs of distress by providing physical comfort and needed care.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:18: Teachers seek to actively understand children’s needs and desires by recognizing and responding to non-verbal cues.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:19: Teachers facilitate social interaction by playing, interacting, caring, responding and showing interest in each child.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:20: Teachers facilitate interaction between infants and toddlers while they are looking, touching or verbalizing with each other.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:21: Teachers support the development of friendships among infants and toddlers by providing opportunities to play and learn from others.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:22: Teachers intentionally teach children social, communication and emotional regulation skills, and model positive interactions.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:23: Teachers assist toddlers in resolving conflict by identifying feelings, describing problems and trying alternative solutions.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:24: Teachers work in partnership with families (and professionals, if needed) to develop individualized plans to address challenging behaviors.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**CRIBS (Indicators 9:25 through 9:28)**

**9:25: Quilts, pillows, bumper pads, stuffed animals and other soft items are not placed in cribs.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:26: Children who are awake are not placed in cribs except for a short time before sleeping or after waking.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:27: The sides of infants’ cribs are in a locked position when in use.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:28: Mesh cribs, mesh playpens, cradles, bean bag chairs and bassinets are prohibited.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**DIAPERING AND SANITATION (Indicators 9:29 through 9:37)**

**9:29: All staff members wear disposable protective gloves when diapering or helping children with toileting and dispose of contaminated items in marked disposal containers.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:30: Containers holding soiled diapers and diapering materials are not accessible to children and have lids that open and close tightly.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:31: In the diaper changing area, teachers post and follow diaper changing procedures including:**

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

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Equipment and furnishings for diaper changing and changing soiled underwear are located away from food preparation areas

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Hand washing sinks are within arm’s length distance of changing tables

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

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:32: Diaper areas and changing tables are sanitized after each child is changed.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:33: Bathrooms are cleaned and sanitized daily.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:34: Pacifiers are sanitized when contaminated.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:35: All articles used by infants and toddlers are sanitizable.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:36: Toys placed in a child’s mouth, or otherwise contaminated, are washed by hand with water and detergent, rinsed, sanitized and air-dried or are washed in a mechanical dishwasher before being used by another child.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:37: Highchairs are washed with soapy water and sanitized before and after each use.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**FURNITURE (Indicators 9:38 through 9:48)**

**9:38: Equipment and play materials are durable and free from hazards.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:39: Furniture that can be pulled over is not accessible to infants and toddlers.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:40: Rooms include durable, safe, age-appropriate materials that stimulate learning, growth, health and development. The following materials and equipment are available to infants and toddlers:**

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Books

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Fine motor and manipulative toys

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Gross motor climbing equipment that enables children to climb up, in, over and around

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Sensory items

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Duplicate toys

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:41: Toddler rooms are equipped with:**

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Child-size tables and chairs

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Riding toys

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Art easel with paint and paper

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Sensory table and equipment

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Blocks and accessories

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Dramatic play equipment

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Art materials

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Musical instruments

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:42: Infant and toddler materials and equipment encourage:**

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Exploration and experimentation

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Discovery

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Sensory and motor learning

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Reinforcement of developmental skills

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Self-initiation

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:43: Infant and toddler toys are situated on stable, low shelves and are reachable without assistance.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:44: Teachers arrange space so children can enjoy quiet play and freely explore the environment.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:45: Individual storage spaces for supplies and personal belongings are used for all infants and toddlers.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:46: The center provides a crib for each infant and a cot or mat for each toddler.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:47: A shatterproof mirror is available where children play.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:48: Gliders and rocking chairs meet requirements of state licensing.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**SAFETY (Indicators 9:49 through 9:56)**

**9:49: Pacifiers, if used, are not attached around a child’s neck.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:50: Car seats and diaper bags from home are not stored in classrooms.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:51: Teachers identify choking hazards and remove them from the proximity of infants and toddlers.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:52: Electrical cords are inaccessible.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:53: Infant and toddler indoor and outdoor play areas are separate from those of older children.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:54: Infants and toddlers do not have access to containers / wading pools that contain liquids.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:55: Bathrooms have barriers to prevent entry by unattended infants and toddlers.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:56: Baby walkers are not used in the center.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**FEEDING AND NUTRITION (Indicators 9:57 through 9:68)**

**9:57: Parents / guardians share infant feeding plans with teachers (kind and amount of food, formula and breast milk and the times they are to be offered). The feeding plans are posted.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:58: The center supports breast feeding by:**

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Accepting, storing and serving breast milk

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Accepting breast milk in ready-to-feed containers labeled with date and infants’ name

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Storing breast milk no longer than 48 hours (24 hours if previously frozen)

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Requiring staff to gently mix (not shake) breast milk before serving

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Providing a comfortable place for breast feeding

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:59: Except for breast milk, staff members prepare (according to the manufacturer’s instructions) and serve formula and infant foods that come in factory-sealed containers.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:60: Bottle sanitizing procedures are posted and followed.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:61: Formula or breast milk is warmed in water at no more than 120 degrees Fahrenheit and for no longer than 5 minutes. At no time is breast milk, formula or food warmed in a microwave.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:62: Teachers feed infants whenever the infant seems hungry. Feeding is not used in lieu of other forms of comforting.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:63: Teachers wash their hands before between feedings of individual children.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:64: Infants are held during feedings.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:65: Formula or breast milk that has been served, but not consumed or refrigerated within one hour, is discarded.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:66: Clean, sanitized cups are offered to toddlers.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:67: The following foods are not served to children under four years old:**

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Hot dogs (whole or sliced in rounds)

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Whole grapes

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Nuts

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Popcorn

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Raw peas

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Hard pretzels

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Spoons of peanut butter

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Chunks of raw carrot

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:68: Staff members cut food into pieces no larger than ¼ inch square for infants; ½ inch square for toddlers.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**CURRICULUM (Indicators 9:69 through 9:80)**

**9:69: Time schedules with regard to eating, sleeping and diapering are flexible, dictated more by children’s needs than by adult’s convenience.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:70: Daily activities include music, songs / finger plays and stories.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:71: Many opportunities for active / large motor play are available indoors and outdoors.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:72: A written curriculum framework guides staff in planning and implementing learning opportunities for children.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:73: Curriculum guides the development of a daily schedule that:**

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Is predictable and yet flexible

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Is responsible to the individual needs of children

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Encourages the development of self-help skills

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Provides time and support for transitions

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Provides time for indoor and outdoor play

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Is responsive to individual needs for both rest and activity

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:74: Curriculum for toddlers incorporates content, concepts and activities that encourage spiritual, cognitive, social / emotional, physical and creative development.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:75: Use of television and other visual media is prohibited.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:76: Decorations in the room are placed at children’s eye level.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:77: Teachers use the needs, interests and curiosity of children to influence schedule, routines and learning experiences.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:78: Teachers encourage infants and toddlers to develop language and literacy skills by:**

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Reading

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|  |

Singing

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Playing simple games

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Repeating baby sounds and words

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Talking

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Describing children’s actions

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Verbally identifying objects

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:79: Teachers encourage physical development of infants and toddlers by providing:**

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Soft surfaces for crawling

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| --- |
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Different textures for touching

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|  |

Furniture to pull up to and walk around

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| --- |
|  |

Objects to reach and grasp

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:80: Infants and toddlers showing interest or pleasure in an activity are encouraged and supported in prolonging that activity.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**ASSESSMENT – REPORTING TO PARENTS / GUARDIANS (Indicators 9:81 through 9:85)**

**9:81: Teachers use a variety of assessment methods. (i.e. observations, check lists, rating scales).**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:82: Curriculum goals guide ongoing assessment of children’s progress.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:83: Assessments obtain information on all areas of children’s development: spiritual, cognitive, social / emotional, physical and creative development.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:84: Written assessments are shared with parents and are used to identify individual goals.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**9:85: Parent-teacher conferences are offered at least once every 3 months for infants and at least once every 6 months for toddlers, or more often, as needed.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**Summary and Response Actions**

*Provide summary and response actions related to the school’s strengths and need for improvement. A school subcommittee has evaluated the school’s compliance with the assigned Standard through a thoughtful and purposeful evaluation of each General Indicator of Success. Based on the General Indicator of Success rating of “1” or “0”, the school must develop specific plans to improve. Plans are recorded in the Preliminary School Action Plan and include targeted completion dates and assignments. At the discretion of the school, actions may be developed for Indicators that are rated as “2”.*

1. **Are the Required Responses complete? (YES / NO)**
2. **Is the Required Evidence complete? (YES / NO)**
3. **Are the Required Indicators of Success met? (YES / NO)**
4. **Are ratings and comments provided for all REQUIRED and GENERAL Indicators of Success? (YES / NO)**
5. **Are proposed actions provided for GENERAL Indicators of Success that are partially met or not presently met? (YES / NO)**
6. **Based on evidence, what are the strengths of the school related to Standard 9?**
7. **Based on evidence, what are the challenges of the school related to Standard 9? All areas identified as “partially met” [1] or “not presently met” [0] must be addressed in the School Action Plan.**
8. **What is the school’s rating for all Indicators of Success for Standard 9?**

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| **INDICATOR** | **RATING** |  | **For a REQUIRED Indicator of Success (\*) answered as “YES”, insert “2”;**  **for “NO”, insert “0”.**  **For GENERAL Indicators of Success, insert “0, 1 or 2”**  **for the rating.**  **For any GENERAL Indicator of SUCCESS answered “Not Applicable”, enter “N/A” and do not include in the Total Points.** |
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| **Total Points:** |  |  |
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| **Total Number of Indicators Rated** *(Subtract any Indicators marked as “N/A” from total Indicators possible)* |  |  |
| **Total Number of Points Possible**  *(Total Number of Indicators Rated x 2)* |  |  |  |

**STANDARD 10:** CONTINUOUS IMPROVEMENT

*The school uses data to guide continuous improvement.*

**Overview**

The school’s improvement planning process is data-driven and ensures the implementation of the school’s purpose, the achievement of learning expectations for children and the provision of high-quality services.

**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 processes used for collecting, analyzing and using data from staff, parents / guardians, director and governing authority to identify needed program improvements.**
2. **Identify program goals based on parent / guardian, staff and governing authority input and student assessment data.**
3. **List the significant changes that have been made by the school in this area during the past three years.**

**Required Evidence**

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

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**NLSA surveys used to solicit input from stakeholders about the overall early childhood program**

**Required Indicator 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. Place an “X” in the box and identify supporting evidence and practices.*

**10:01\* The center collects and analyzes data from stakeholders (i.e. parents, staff, congregation members and leaders).**

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|  |

**YES**

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|  |

**NO**

**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 of Success is to be rated by a subcommittee, using the criteria below with the corresponding point value. A written response is required for every Indicator in the “Comments” section.*

**Met in Full (2) —** The General Indicator of Success has been completely accomplished by the school. It is verifiable through evidence and documentation.

**Partially Met (1) —** The General Indicator of Success is moderately accomplished but additional detail, depth and written documentation is needed to meet the Indicator in full.

**Not Presently Met (0) —** The General Indicator of Success is not present or is emerging (minimally present).

**10:02: Data and information collected annually from stakeholders include input about:**

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Mission and ministry

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Policies / procedures

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Program quality

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Children’s progress / learning

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Family involvement and satisfaction

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**10:03: A variety of student assessment methods are used to collect data that drive program improvement. (i.e. observation and curriculum-based check lists)**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**10:04: The annually collected data from stakeholders is used to identify goals for continuous improvement and the School Action Plan.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**10:05: Professional development, quality assurance activities and improvement in policy and operations are included in the School Action Plan.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**10:06: The School Action Plan includes measurable objectives and specific strategies and activities.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**10:07: A timeline for completion and the assignment of responsible parties for the goals are established in the School Action Plan.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**REACCREDITING SCHOOLS (Indicators 10:08 through 10:10)**

**10:08: The School Action Plan is reviewed by center staff and church leadership annually.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**10:09: The School Action Plan is shared with staff members, families and the congregation and is the basis for innovation and improvement.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**10:10: The center annually reviews and updates the School Action Plan.**

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

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|  | **Met in  Full (2)** |  |  | **Partially Met (1)** |  |  | **Not Presently Met (0)** |  |  | **Not Applicable (N/A)** |

**List supporting evidence or practices:**

**Comments:**

**Proposed Actions if General Indicator is “Partially Met” (1) or “Not Presently Met” (0):**

**Summary and Response Actions**

*Provide summary and response actions related to the school’s strengths and need for improvement. A school subcommittee has evaluated the school’s compliance with the assigned Standard through a thoughtful and purposeful evaluation of each General Indicator of Success. Based on the General Indicator of Success rating of “1” or “0”, the school must develop specific plans to improve. Plans are recorded in the Preliminary School Action Plan and include targeted completion dates and assignments. At the discretion of the school, actions may be developed for Indicators that are rated as “2”.*

1. **Are the Required Responses complete? (YES / NO)**
2. **Is the Required Evidence complete? (YES / NO)**
3. **Are the Required Indicators of Success met? (YES / NO)**
4. **Are ratings and comments provided for all REQUIRED and GENERAL Indicators of Success? (YES / NO)**
5. **Are proposed actions provided for GENERAL Indicators of Success that are partially met or not presently met? (YES / NO)**
6. **Based on evidence, what are the strengths of the school related to Standard 10?**
7. **Based on evidence, what are the challenges of the school related to Standard 10? All areas identified as “partially met” [1] or “not presently met” [0] must be addressed in the School Action Plan.**
8. **What is the school’s rating for all Indicators of Success for Standard 10?**

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| **INDICATOR** | **RATING** |  | **For a REQUIRED Indicator of Success (\*) answered as “YES”, insert “2”;**  **for “NO”, insert “0”.**  **For GENERAL Indicators of Success, insert “0, 1 or 2”**  **for the rating.**  **For any GENERAL Indicator of SUCCESS answered “Not Applicable”, enter “N/A” and do not include in the Total Points.** |
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| **Total Points:** |  |  |
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| **Total Number of Indicators Rated** *(Subtract any Indicators marked as “N/A” from total Indicators possible)* |  |  |
| **Total Number of Points Possible**  *(Total Number of Indicators Rated x 2)* |  |  |  |

**SUMMARY FOR EVALUATION OF STANDARDS  
AND FOR THE INDICATORS OF SUCCESS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard** | **Number of Rated Required and General Indicators of Success** | **Total Number of Points Possible for Rated Indicators**  ***(Previous Column x2)*** | **Total Number of Points Earned for Rated Indicators** |
| Standard 1A – Mission and Ministry |  |  |  |
| Standard 1B – Philosophy |  |  |  |
| Standard 2A – Home/Family Relationships |  |  |  |
| Standard 2B – Congregational Relationships |  |  |  |
| Standard 2C – Elementary School to Early Childhood Center |  |  |  |
| Standard 3A – The Early Childhood Governing Authority |  |  |  |
| Standard 3B – The Early Childhood Administrator/Director |  |  |  |
| Standard 4 – Personnel |  |  |  |
| Standard 5 – Staff/Child Interactions |  |  |  |
| Standard 6 – Facilities |  |  |  |
| Standard 7A – Health and Safety |  |  |  |
| Standard 7B – Food and Nutrition |  |  |  |
| Standard 8 – Curriculum |  |  |  |
| Standard 9 – Infants/Toddlers |  |  |  |
| Standard 10 – Continuous Improvement |  |  |  |
| **Overall Totals:** |  |  |  |
| **Final Percentage Score:**  *(To calculate final percentage score, divide “Total Number of Points Earned for Rated Indicators” by “Total Number of Points Possible for Rated Indicators”)* | **XX.XX%**  *NOTE: An overall score of 80% or higher is required for recommendation of Accreditation in Good Standing.* | | |

**IDENTIFICATION OF POWERFUL PRACTICES**

Optional: Identify and provide an explanation of any practices (no more than three) that may be *Powerful Practices*.

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

It should be noted that schools may meet all accreditation standards without identifying any *Powerful Practices.*

***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 (“partially met” [1] and “not presently met” [0]). Each concern must be noted and addressed. “Met in full” [2] indicators may also be addressed in the preliminary School Action Plan. The preliminary School Action Plan must be attached to the Self-Study document.

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| **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** | |
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**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 (“partially met” [1] and “not presently met” [0]). Each concern must be noted and addressed. “Met in full” [2] 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 School Action Plan must be included with the final submission of the school’s Self-Study to the District Accreditation Commission.**

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| **NLSA 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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