

Early Childhood Accreditation

— NLSA EC 2017

Chapters 1-9

PSD Training-Session 1

July 31, 2018

Setting the Stage

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

The purpose of NLSA:

- Help all Lutheran schools improve.
- Help all Lutheran schools evaluate themselves based on national standards.
- Give appropriate recognition to those schools that complete the process successfully.

Setting the Stage

Don't think this is something one person can do alone! A director sitting in her office working on this alone is NOT the answer!

Don't look at the length and immediately be overwhelmed....they put ONE standard on each page so that eventually, it will be all electronic.

Don't forget to include various stakeholders from lots of groups in your accreditation process.

Don't worry about getting 100% on this document....we all have areas of strength and areas of growth! This helps us to see where we are going!

DO start early! This is an ongoing process! Surveys (See on LUTHED WEBSITE) are a great place to start!

DO PRAY regularly as a staff that the Lord would guide you and that you would be able to clearly articulate the strengths and areas of growth for your school.

Utilize Your Consultant! I can't stress this one enough! Reach out if you are unsure or have a question.

This process is meant to be meaningful for your school and ministry as a whole.

Setting the Stage

NLSA has established requirements associated with each of the ten standard areas. To be accredited in good standing, a school must provide Required Resources and Documentation (Addendum #3), can respond YES to all Required Indicators (Addendum #2) and meet or exceed 80% of the points assigned to the Required and General Indicators of Success.

Required Indicators of Success

These required indicators are the basic requirements to fulfill accreditation. Many (most) of them have a direct implication to licensing regulations. We understand that licensing regulations differ from state to state, so it will be important to look through the lens of your state licensing regulations to make a decision on rating.

*On the next few pages, you will see a sampling of these required indicators:

Required Indicators of Success

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.

2A:01 – Non-Discrimination Statement

3A:01 – Operating organization designates the governing authority and has written policies defining authority, responsibilities, membership.

4:02 – Criminal Record Checks

5:02 – Safe and Nurturing Environment, free from punitive discipline

6:01 – Compliance with all federal, state and local building, health, safety and disaster preparedness requirements and maintains all required documentation including certificates, reports, violations.

Required Indicators of Success

7A:01 – Center complies with all federal, health, safety and disaster preparedness requirements.

7B:60 – Center complies with all federal, state and local food safety requirements.

9:01 – Teaching staff supervise infants and toddlers by sight and sound at all times.

9:02 – Infants are placed on their backs to reduce SIDS.

9:03 – One member of teaching staff has required Pediatric First-Aid and CPR is always present with each group of children. Proof is required and files are accessible.

Required Indicators of Success

If you are not sure whether or not you meet or exceed any one of the required indicators of success, please call your consultant right away (or district office) to discuss with them. Consultants are available to help! Let them strategize with you! Do this sooner than later!

In addition to Required Indicators:

Each section will also have REQUIRED RESPONSES

EX: List the ways the congregation supports the early childhood program (IE Regular prayer, tuition sponsorship, fundraising).

Each Section will also have REQUIRED EVIDENCE

*This is where you will have to provide all evidence in your Google Folder for each chapter (IE Completed NLSA Church Ministry Staff Survey)

Each Section also has LICENSING IMPLICATIONS

Licensing Items to Ponder

Mandated Reporter Training
AB 1207

IPM Certificates

CPR Cards EMSA

Immunizations

Constant Visual Supervision

Ratios

Snack Menu Postings

Fingerprints Associated With
Your Center

Field Trip Permission Slips

Fire Extinguisher Tags

Carbon Monoxide Detector

Broken Equipment

First Aid Kits

Napping Equipment Storage

Medication Storage

Electrical Outlet Covers

Cleaning Supply Storage

Emergency Drills In Last 12
Months

Blue Cards

Lidded Trash Cans

Disposal Of Blood Borne
Pathogens

Cleaning Of Diaper Changing
Area

*Please Note That This Is Not
Meant To Be An Exhaustive List
But Merely A Sample For
Example. Consult Your Own
Local Laws.

Standard 1: Purpose

This section includes:

Mission, vision, and philosophy of a center.

Examples of Required Responses:

List or describe how the congregation's Mission and Ministry Statement is communicated to the congregation, governing authorities, parents, and staff. **INCLUDE SAMPLES.**

Describe how the mission and ministry statement is implemented by the governing authorities, parents, congregation, and staff. **Here you would want to write a paragraph or more about how each of the groups does this.**

Standard 1: Purpose

Examples of General Indicators (0,1,2 rating) :

1A:03: The mission and ministry statement is reviewed annually by congregation leaders and the early childhood administration.

1B: 08: The statement of philosophy has been formally approved and/or adopted by the congregation.

Remember: You have to support with evidence, Comments, and write Proposed Actions if the General Indicator is only “Partially Met” or “Not Presently Met”

Items to ponder in this section:

- What is our purpose?
- Is our written philosophy Bible-based and Christ-centered?
- Where can one find our philosophy?
- Is it consistent throughout all publications?

Standard 2: Relationships

This section includes:

Home/Family Relationships, Congregational Relationships, Elementary School to Early Childhood Center Relationships (if applicable).

Examples of Required Responses:

Describe orientation methods for welcoming and engaging new families.

List the ways children and families participate in congregational activities and ministries.

List the ways the congregation participates in activities and ministries of the center.

List the ways the director functions as a member of the congregational administrative team.

Standard 2: Relationships

Examples of General Indicators:

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

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

Items to ponder in this section:

- Are we communicating effectively with all stakeholders?
- Are we truly working as a team (church/school)? Is there a one-ministry mindset?
- Are we (both early childhood and elementary) prepared to go through accreditation **together**?

Standard 3: Leadership

This section includes :

The early childhood governing authority and the administrator/director.

Examples of Required Responses:

List the major decisions the governing authority has established for the early childhood program during the past three years.

Describe the process used by the governing authority for systematic needs assessment and development of short and long-term goals.

Summarize the ways the administrator uses leadership skills in the congregation, community, and professional organizations.

Standard 3: Leadership

Examples of General Indicators:

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

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

Items to ponder in this section:

- What does our governing authority look like? How do they operate?
- Does the director/administrator effectively fulfill job description and mission/ vision of the center?
- How is the director/administrator growing as a leader?

Standard 4: Personnel

This section includes:

Personnel of the early childhood program.

Examples of Required Responses:

List the significant changes that have been made by the school in this area during the past three years.

Examples of General Indicators:

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 if infant/toddler) or follow the requirements of state licensing (whichever has a higher requirement).

Items to ponder in this section: Teacher requirements

Standard 5: Staff/Child Interactions

—This section includes:

Staff members and their relationship with the children they serve.

Examples of Required Responses:

Identify the progressive steps followed by teachers and parents/guardians to address the needs of students who exhibit ongoing behavioral or developmental concerns.

Examples of General Indicators:

5:16: Teachers follow the written discipline plan which includes: Positive suggestions, encouragement of positive behaviors, redirection, discussion of feelings, logical consequences, guidance and direction for children who hurt or bully, assistance in developing conflict resolution skills, assistance in regulating behavior by setting clear limits and applying them consistently.

Items to ponder in this section: Is discipline consistent throughout the center?

Standard 6: Facilities

This standard includes:

All facilities, services, and equipment to maintain a safe, clean, and healthy environment

Examples of Required Responses:

List the individuals/group responsible for the overall care and maintenance of the school grounds.

Examples of General Indicators:

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

Items to ponder in this section: How does our facility look aesthetically? Is there anything we need to fix/update before our visit?

Standard 7: Wellness

This standard includes:

Two major categories: health and safety, food and nutrition. This is the largest section. Many of these have direct licensing implications and the indicator may EXCEED your state licensing requirement.

Examples of Required Responses:

Describe how the indoor/outdoor facility is made secure against strangers.

Explain the meal delivery system. Who is responsible? What procedures and protocols are in place?

Standard 7: Wellness

Examples of General Indicators:

7A:03: Teachers position themselves for the purpose of observing and monitoring all children in classrooms, restrooms, hallways, gym, sanctuary, playground and lunchroom.

7A:04: Two qualified staff members are on site at all times.

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.

7B: 63 Teachers sit, eat, and converse with children while modeling appropriate behaviors.

7B: 70: All refrigerators/freezers used to store food/meals have an accurate thermometer inside.

7B: 81: Food containers for individual students are labeled with children's name and the date.

Standard 7: Wellness

Items to ponder in this section:

- Do we meet or exceed our state standards for health(including meal service) and safety?
- Are there any requirements we are unsure about?
- Have we made sure to inform all staff members about proper health and safety practices including emergency preparedness plans and blood borne pathogen safety?
- Is there anything we could do a better job at when it comes to health and safety?

Standard 8: Curriculum

This standard includes:

A written curriculum that integrates faith, is developmentally appropriate, and is supported by age-appropriate materials and resources.

Examples of Required Responses:

Describe how the curriculum supports and reflects the philosophy of the program.

Describe the type of curriculum being used for faith development of children.

Describe the methods of assessing children's growth and individual needs.

Standard 8: Curriculum

Examples of General Indicators

8:07: Classroom schedules provide a routine and predictable framework.

8:21: The curriculum monitors and limits the use of passive visual media to developmentally appropriate activities (These are not used in classrooms with children under age 24 months). Teachers are actively involved with children during viewing time. Other activities are available to children while these are in use.

8:24: Teachers provide parents/guardians with individualized learning goals based on assessment results.

Items to ponder in this section:

- What is our philosophy of education as it applies to the curriculum?
- How is our curriculum based on the assessments we have done (both formal and informal) on our children?

Standard 9: Infants/Toddlers

This section is only to be completed by centers with an infant/toddler license. If you only have the toddler addendum (California) this section **WOULD NOT** apply to your center because you would be unable to answer too many of the questions.

--If you have a toddler addendum, you may, however, want to ask your toddler teachers to review the section to look for best practices.

Standard 9: Infants/Toddlers

This standard includes:

This section is for infant/toddler programs. Partnering with parents is of great importance in this section.

Examples of Required Responses:

Age served: 0-12 or 12-24

Examples of General Indicators:

9:08 Teachers work in partnership with families to establish developmentally appropriate care-giving routines that meet the needs of each child.

9:31: In the diaper changing area, teachers post and follow diaper changing procedures including: Diapers are checked every two hours and changed when wet or soiled, hand washing sinks are within arms length distance of changing tables

God's Richest Blessings

...as you prepare to embark on a journey that will lead your center through self-discovery and an awesome action plan for the future!

