

**NATIONAL LUTHERAN SCHOOL ACCREDITATION
CUMULATIVE ANNUAL REPORT**


Part I: Basic Information

School: **St. Peter's Early Childhood Education Center** Address: **5421 France Ave S** City, State, ZIP: **Edina, MN 55410**

LCMS District: **MN South** School email address: **tgrimm@stpetersedina.org** School Administrator: **Dr. Tosca Grimm**

Co-accredited by (if applicable):

Date of most recent NLSA site visit: **May 2-3, 2016** Report is for year (Circle one) Five-year Cycle 1 2 3 4 **5 COVID EXT.**

Administrator Signature  Date 5-10-2021

Governing Authority Chairperson Signature  Date 5/10/21

This report is due in your district office no later than May 15. The district accreditation committee will review by May 20.

The annual fee is due in the NLSA office no later than October 1.

Part II: Recommendation Report for Indicators:

1. List any Major Deficiencies first.
2. List all recommendations made by the visiting team and a Target School Year to be addressed.
3. List and date Actions Taken during this school year as well as Actions Taken in previous years of accreditation cycle.
4. To move to the next column, click "Tab."
5. To add lines to the table for more concerns and recommendations, put the cursor in the last (bottom right) box and click "tab".

| Section & Indicator Number | Visiting Team Concern and Recommendation | Target School Year | School Year Addressed | Action Taken |
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| 1:08 | <p>The philosophy of the school is not stated clearly.</p> <p><i>Recommendation:</i> The program summary and educational method are the basis for a philosophy statement. Combine these to form a philosophy statement. (Use: The reason we exist is to...)</p> | 2016 | 2016 | <p>2016: Program summary and educational method are included as the philosophy statement in the Parent Handbook, Child Care Program Plan, and Faculty Orientation.</p> <p>2019: These documents are now included in our website resources, so the philosophy is accessible/visible even more fully.</p> <p>2020: Also added the St. Peter's Edina Statement of Belief to the website</p> <p>2021: All of the above continued</p> |
| 1:10 | <p>Mission Statement is not clearly visible in the entrance and by the classrooms.</p> <p><i>Recommendation:</i> Be bold about your philosophy and mission statement in your center. Front and center with larger print on displays and in the Parent Handbook. Be consistent with the mission statement throughout publications and visual postings.</p> | 2017 | 2017 | <p>2017: Mission statement is now visible:</p> <ul style="list-style-type: none"> • First item seen when logging onto new website • On cover of parent handbook • On every classroom door • On first inset page of weekly bulletins <p>Into 2018: Continuing to assess how to post in welcome center area of facility along with values.</p> <p>2018: Posted on website and STP publications, and on parent welcome board</p> <p>2020: Posted on Next Steps wall in Commons upon entry into center</p> <p>2021: all of the above continued</p> |
| 2:20 | <p>Too much information for parents is posted in some areas which is distracting and recent information may be overlooked. <i>Recommendation:</i> Evaluate your parent information areas by each classroom to make these more user friendly.</p> | 2017 | Into 2018 | <p>2017: Working with lead teachers on consensus of org-wide template in using classroom door as parent info area. Plan to have a user-friendly and consistent template of expectations routinely used by 2018.</p> <p>2018: All classrooms have one poster that includes the DHS and accreditation required information (mission, allergies, handwashing, no hot bevs/glass, CPR/FA)</p> <p>2020: Above still relevant and also one main parent</p> |

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| | | | | board in the Commons at the entrance to the upper level wing. 2021: Same as 2020 |
| 2:20 | The evangelism plan is found in several different documents; such as The Annual plan, Vision 20/20, Action Wheel, and Dashboard. <i>Recommendation:</i> Using your Vision 20/20; Annual plan; Action Wheel & Dashboard create an evangelism plan that can be used specifically by the ECEC staff so they know their role and responsibilities. | Ongoing – with annual ministry plan | | 2017: Currently completing org-wide ministry action initiative plans with consultant/facilitator, incorporating ministry engagement paths that will lead to ECEC staff engagement plans. 2018: One core strategy page – ECEC is clearly noted by specialized icon 2019: One core strategy page is being revised for church-wide strategic planning with consultant’s help. 2020: Continuing to use “Plan on a Page” described above. 2021: Reassessing system of evangelism plan implementation and documentation in response to COVID pandemic adjustments/recalculations |
| 2:17 | The emergency plans for the center are not communicated to parents in the Parent Handbook. <i>Recommendation:</i> Include an overview of this information in the center’s Parent Handbook. | 2017 | 2017 | 2017: First Aid and Emergencies section is on page 10 of the Parent Handbook. The ECEC now has completed the comprehensive MN DHS Child Care Emergency Plan which is available at orientation/ at request of the families. 2018: DHS required template has been completed, full version available in ofc and for faculty orientation/annual training, notice of availability is in handbook 2019: Emergency plan is also included on parent resource board now. 2021: all of the above, posted on parent bulletin board in Commons |
| 3:18 | Due to the dedication of a successful ministry the director and assistant director put in many hours behind the scenes. <i>Recommendation:</i> Be aware of potential burnout that can occur when staff is dedicated to success. | Ongoing | | 2017: Both practitioners are using their earned PTO for family and self-care time. 2018: New structure of asst to the ECEC director to accommodate tasks. 2019: Added Assistant Director to roster for appropriate sharing of leadership responsibilities and |

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| | | | | <p>team support. 2020: Joan Harper continues as Assistant to the Director, leading many daily operational items 2021: Same as 2020</p> |
| 3:51 | <p>In order to keep correct licensing ratios some teachers are not able to take the appropriate amount of breaks. <i>Recommendation:</i> Analyze staffing schedules to provide the needed breaks.</p> | 2017 | 2017-2019 | <p>2017: Staff are encouraged to take restroom breaks at am and pm staff transition times, in addition to their regular mid-day meal break. If a self-care break (including new mothers' milk pumping) is needed at other times during the day, staff call or radio to office staff who provide the break coverage. 2018: In new FY moving to hour breaks for all faculty (included in budget) 2019: Confirming in budget that ample prep time is sustained for lead teachers. Currently using assistant director to cover additional teacher breaks as needed. 2020: As classroom groups have aged and we have added faculty, staff break as needed. 2021: Same as 2020, float teacher offers prep time if not needed to cover absent teachers</p> |
| 4:03 | <p>Not all teachers have at least a two-year degree in child development, early childhood or its equivalent. <i>Recommendation:</i> Continue to support teachers to meet appropriate educational standards as outlined in the School Improvement Plan.</p> | 2017 and ongoing | | <p>2017: All faculty have completed annual Professional Development plans. Two faculty are currently enrolled in TEACH scholarship working on Bachelor degrees in Child Development/ECE, one currently working toward CDA, two more faculty will enroll in TEACH in fall 2017 toward AA in ECE. 2018: Refreshed annual PD plans. One additional faculty working on CDA through Care Courses, an additional faculty working on BA at CSP via TEACH. Hired another full-time faculty with BA in family & child dev. 2019: Additional teacher will receive CDA credential this year, asst. director enrolling in MAEd at CSP, director completing EdD at CU-Portland. 2020: Director has EdD, hired additional faculty with Bachelor's degree</p> |

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| | | | | 2021: Lead teachers have education-related degree or CDA credential |
| 6:37 | <p>Although Food allergies are posted on the electronic Tadpoles program, physical postings are not consistently displayed in each classroom to ensure safety of the child.</p> <p><i>Recommendation:</i> Create a chart that includes a picture of each child which will be an additional safeguard especially when a substitute staff person is working.</p> | 2017 | 2017-2018 | <p>Children's food allergy action plans including the child's picture are now posted visibly in the classrooms that have food allergies present. The child's Tadpole profile and photo also have a note indicating the allergy visible to all faculty in the Tadpoles class roster. These are the standard practices going forward.</p> <p>2018: Using new HCCC allergy plan template per DHS requirements. Refreshing all allergy plans, are posted in main kitchen area, each pertinent classroom, and in child files, as well as with special note at child's picture in Tadpoles.</p> <p>2020: Continue use of HCCC ICCPP in classrooms, kitchen, and Tadpoles – DHS licenser approved system as fully compliant.</p> <p>2021: same as 2020</p> |
| 6:03 | <p>Although there is ample storage space these areas are not user-friendly. The teacher work area is not conducive for effective prepping and planning.</p> <p><i>Recommendation:</i> Sort and reorganize the storage areas keeping staff needs in mind.</p> | 2016 | 2016 | <p>July 2016: A new Ministry Workroom was created with dedicated space for faculty prep time, break time, and supply storage. This room has comfortable relaxing areas, computer access, a mini-kitchen set-up, and work space – specially designed for prepping and planning. It is a large room with windows and a staff restroom as well.</p> <p>The lower level East storage area was reorganized by a faculty member where monthly curriculum bins are stored.</p> <p>2018: Faculty continue to have fully stocked ministry workroom. Resource room #001 has been re-organized with labels and storage.</p> <p>2019 Faculty continue to have fully stocked ministry workroom, added new couch/table.</p> <p>2021: Had moved teacher area due to COVID response, have teacher work office in office suite and use Commons area for breaks. Resource room</p> |

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| | | | | periodically straightened by director. |
| 6:06 | The green space on the toddler playground is worn. <i>Recommendation:</i> Resurface this area to be more appealing and safe for play. | 2016-2017 | 2016-2017 summers | 2016: Toddler playground surface was re-done with wood chips, no exposed bare areas and includes appropriate fall zones. 2017: In process of completing same process above for the waddler playground to be completed this summer. 2018: Both playgrounds have full woodchips. Additional waddler playground space adjacent to building is in upcoming parking lot project. 2020: Landscaper has been notified of need to refill/refresh woodchips. 2021: May 8, 2021 = new layer of woodchips on toddler playgrounds, rocks raked and redistributed to fall zones in preschool playground |
| 6:03 | The preschool playground has an open gate that does not close. This gate opens to a neighboring property. Access gates to some play areas are on the street-side of the fence. <i>Recommendation:</i> Secure this gate and check the entire fence for safety. | 2016 | 2016 | 2016: Gate in question now closes fully and is locked due to access to neighboring property. Other gates are secured with attached carabiner systems so children are unable to exit through the gate without teacher or parent operation. 2018: Maintenance staff did spring check of fencing and perimeter, all gates secured. 2021: May 8, 2021 = maintenance check completed of full playground fencing/gates |
| 6:03 | As children walk across the parking lot to the playground the temptation to roam and run out of the class line causes a difficult monitoring situation for the staff. <i>Recommendation:</i> Create an alley type of walkway to process across the parking lot to the playground. | 2018 | 2017-2019 | 2017: Site plans are drawn, working with city planning to launch "parking lot project". Work through 2018 will include repaving, some reconfiguring, and new barriers between the street and our property. Attention to a walkway/sidewalk for the children's path to the playground is included. 2018: Using mesh fencing and cones for visual perimeters. Parking lot project includes permanent fencing. Strollers/wagons are available for faculty to use with younger groups. 2019: Added larger orange, hard plastic traffic barriers to east lot entries. |

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| | | | | <p>2020: Toddler classes have excelled at utilizing rope and wagon systems for transition from building to playground.</p> <p>2021: same as 2019/2020</p> |
| 7:10 | <p>Math, science, and social systems learning was not evident in all rooms.</p> <p><i>Recommendation:</i> Purposefully plan lessons and provide materials to address these learning areas.</p> | 2018 | 2017 and ongoing | <p>2017: Currently firmly incorporated in PreK and High-5 classroom curriculum.</p> <p>2017-2018 focus to incorporate these elements more soundly with the Pinnacle curriculum for inf through pre classes.</p> <p>2018: All faculty participated in STEAM in-service in April 2018. STEAM curriculum supplies ample in resource room for classroom incorporation.</p> <p>2019: Assistant director's responsibility is engaging with check-ins weekly with teachers to observe and assess STEAM curriculum effectiveness.</p> <p>2020: Refreshed all learning centers for recent DHS visit, fully compliant for materials and centers.</p> <p>2021: using learning center structure and Pinnacle curriculum in toddler classes, STEAM-driven curriculum in preschool classes</p> |
| 7:04 | <p>There is not continuity between age levels in use of religion curriculum.</p> <p><i>Recommendation:</i> Evaluate the religion curriculum for consistency between age groups.</p> | 2016-2017 | 2016-2017 & ongoing | <p>2016: Launch of org-wide weekly themes and Bible story/passage, initiated on Sunday and then used as week-long theme including ECEC chapels and Jesus Time programming adjusted for each age group.</p> <p>2017: Launch of org-wide children's Bible Verse of the Month aligning with themes, learned via ASL sign language video that is on our YouTube channel, website, used in classrooms and homes.</p> <p>2018: Continue STP theme verses and Jesus Calling Bible stories; Pinnacle curriculum faith-base continues inf-early pre.</p> <p>2019: Utilizing church themes for weekly chapel curriculum while continuing Pinnacle for weekly classroom.</p> <p>2020: Continue Pinnacle and STP-wide themes from children's messages, chapel, to classroom.</p> |

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| | | | | 2021: Same as 2020, using Bible Gems to Remember as both weekly school and church theme. |
| 7:04 | Evidence of a Christian program is not clearly evident in all classrooms. <i>Recommendation:</i> Consistently display Christian materials and messages in all classrooms. | 2017 & ongoing | | 2017: Teachers in tod through High 5 have “Jesus Time” spaces in the classroom. All faculty are encouraged to post Christian elements in the room, also have ample Christian books/Bibles/Music in the classroom environment. 2018: Prayer, music, the Word incorporated across all rooms daily. Culture is infused with Jesus! 2020: Easy access of worship music and materials for continuing worship in classrooms (Spotify and YouTube access). 2021: All of the above. It is more about the behaviors and activities than the “decorations and postings”. |
| 7:20 | A formal assessment process is not completely in place. <i>Recommendation:</i> Continue to develop the electronic Tadpoles communication and portfolio assessment system. | 2017 & ongoing | | 2017: Teachers are using the MN ECIPS (birth-age 3 and preschool) for assessment of developmental domains in Tadpoles assessment documentation, supported by electronic photo files. Will continue to mentor new teachers on this proficiency. 2018: ECIPS-driven portfolio and assessment used – May and November conferences fuel assessment. 2020: Continue ECIPS-driven e-folio and assessment in Tadpoles twice annually. 2021: Same as 2020, using phone parent-teacher conference system |
| MN Addendum | Displays and materials in each classroom do not consistently show diversity, differing abilities, generations and various family structures. <i>Recommendation:</i> Acquire materials so each classroom has an adequate supply to use at all times. | 2016 & ongoing | | 2016: Added additional materials in response to NAEYC accreditation compliance in each classroom. Continuing to add new books, games, and dramatic play items with an eye toward inclusion and diversity. Striving for 25% average of all future items purchased for classroom learning to represent this inclusion. 2018: Growth in teacher-use of actual student and family photos and information for authentic representation of center families of origin. Whenever |

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| | | | | ordering new supplies and toys, always ordering with eye for diverse offerings. Art materials available to all faculty in resource room and upstairs art cart. 2021: All of the above, replenish and utilize variety of representative classroom items |
| MN Addendum | The orientation check-list does not refer to curriculum training. <i>Recommendation:</i> Include this training in the orientation information packet. | 2017 | 2017 | 2017: Center Faculty Orientation now includes curriculum training (noted on checklist), referencing DHS required onboarding and diversity training as necessary per position. 2018: Using DHS in-service checklist for orientation as well as center list – includes 2-hr child development and learning module (online training) and curriculum introduction. Also, Tadpoles video training conducted at orientation (online module). 2019: During DHS license inspection, licenser confirmed that the center’s orientation content, process, and annual professional development plan were compliant and exemplary (received a no-violation visit report). 2020: Repeated no-violation DHS visit 3/13/2020. 2021: Continue to use DHS orientation form, includes child development/cultural dynamic/disabilities trainings as related to our lived curriculum school-wide |