

**National Lutheran School Accreditation**  
**Self-Study Report**  
**for Lutheran Early Childhood Centers**

*Revised September 2022*

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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 *estandard*, 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

Director, National Lutheran School Accreditation

# **THE SELF-STUDY DOCUMENT**

## **GENERAL INFORMATION ABOUT THE SCHOOL**

### **1. School**

Name: **Open Arms Christian Early Childhood Center**

Address: 201 E 104th St.

City, State, Zip Code: Bloomington, MN 55420

Phone: 952-888-5116

Email: [eccdirector@openarmsecc.org](mailto:eccdirector@openarmsecc.org)

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

Name: Holy Emmanuel Lutheran

Complete Address: 201 E 104th St.

Bloomington, MN 55420

### **3. School Administrator(s)**

Name: Dawn Regan

Email: [eccdirector@openarmsecc.org](mailto:eccdirector@openarmsecc.org)

Phone: 952-888-5116

### **4. Pastor(s)**

Name: Paul Krentz

Email: [pastork@holyemmanuel.org](mailto:pastork@holyemmanuel.org)

Phone: 952-888-2345

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

National Lutheran Schools Accreditation

Parent Aware 4 Star Rating

**1. 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.

[License](#)

The early childhood center is exempt from licensing.

Other (Please Explain):

**2. 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.*

[Department of Human Services Rule 3 Minnesota Early Learning Indicators of Progress](#)

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

- Dawn Regan, Director
- Randy Regan, Chief Business Officer
- Ron Reich, Open Arms Christian Early Childhood Center Board Chair
- Natalie Marose, Open Arms Christian Early Childhood Center Board Member
- Sally Endresen, Open Arms Christian Early Childhood Center Board Member
- Zach VanVleet, Open Arms Christian Early Childhood Center Board Member
- Lester Fry, Open Arms Christian Early Childhood Center Board Member
- Pastor Paul Krentz, Holy Emmanuel Pastor
- Abby Morelan, Coordinator (employee)
- Ashley Fotso, Coordinator (employee)
- Rose Ann Sullivan, Lead Teacher (employee)
- Paula Bjornson, Lead Teacher (employee)
- Jamie Norwick, Lead Teacher (employee)
- Leah Hollenbeck, Lead Teacher (employee)
- Destiny Romanowski, Lead Teacher (employee and parent)
- Katelyn Bensen, Teacher (employee and parent)
- Chris Krentz, Congregation Member
- Scott Ramsdale, President of Church Council

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

[School Statistical Report September 2023](#)

## Community Information

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

Open Arms was founded by Holy Emmanuel Lutheran Church. In the beginning it was a half day preschool. In 1997 construction began on a 7 classroom early childhood center to serve families with children 6 weeks old through kindergarten. The church founded the school with the purpose of being a mission to the surrounding Bloomington community and to share the love of Christ with our neighbors. The school is now in its 27th year of operation.

### 2. Describe the community surrounding the school.

Open Arms is located on the east side of Bloomington, Minnesota, a suburb in the Twin Cities metro area. The school is located in a residential neighborhood with 2 parks and residential homes surrounding the school providing green space with a safe and secure school environment for the peace of mind for parents. The city of Bloomington is a thriving and growing community with a population of 89K. The population in the community is culturally diverse and the median household income is \$80k.

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

- a. Competition from public school programs funded through tax dollars and free to families (N)
- b. Increasing cost to hire and maintain adequate staff (N)
- c. Increasing cost of maintenance for an aging facility (the ECC facility is over 27 years of age) (N)
- d. Legislation that creates an "uneven playing field" between private/faith based and publicly funded programs (N)
- e. Low and aging church membership (N)
- f. Supportive church membership (P)
- g. Supportive church administration (P)
- h. Effective ECC Program Director and Staff (P)
- i. Supportive business community (P)
- j. Supportive program families (P)
- k. Effective ECC program marketing within budget (P) - Also area for continued growth
- l. Effective ECC program fundraising (P) - Also area for continued growth
- m. Improved administrative systems (P) - Also area for continued growth
- n. Positive relationships between all stakeholders that form a healthy community(P)
- o. The ECC has a positive presence/image in the local community (P)
- p. The ECC's position in the local community as being one of the more affordable programs(P)
- q. The ECC's position in the local community as a true faith based program (P)
- r. The ECC's position in the local community as one of the highest quality programs in terms of level of loving care, safety, child development and kindergarten preparedness (P)
- s. Location (P)
- t. The pandemic created some fear for parents of infants/toddlers and placing them in group care facilities.(N)
- u. Grounds and neighborhood resources/parks (P)
- v. Increase in parents working from home and keep children at home with them.(N)
- w. Competition for employees and salaries

# School Enrollment Information

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

Current enrollment November of 2023 is 70 students

**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.**

In the past 3 years the number of families that do not add a church home on registration paperwork has significantly increased. Since COVID and the current economic recession with a significant rise in household expenses our enrollment has dropped.

**3. List the projected enrollment for each of the next three years and the basis for these projections.**

- Enrollment in September of 2024 is projected to be 80% with approximately 90 students enrolled.
- Enrollment for September of 2025 is projected to be 90% with approximately 100 students enrolled.
- Enrollment for September of 2026 is projected to be 90% with approximately 100 students enrolled.

In the fall of 2024 Open Arms plans to start a K-2nd grade elementary school classroom. With future plans of expansion. This will help us continue to maintain and possibly increase enrollment with the potential of utilizing other areas of the church building for classrooms.

**4. Discuss any significant or unusual features about this information and how it has changed in the past three years.**

The past five years have seen significant sways in enrollment. During the beginning of the pandemic our enrollment dropped quickly from 104 students to under 30. As some parents felt safer and found it difficult to work from home with children at home some families returned. Since the COVID pandemic our enrollment numbers have remained between 70 and 90 students. Recently we have seen that more companies are having employees return to the office for work and that has generated increased enrollment.

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

Age	Number of Children
0	0
1	0
2	0
3	0
4	0
5	0
6	0
<b>Total:</b>	<b>0</b>



## 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: Dawn Regan, Director**

**2. Academic degrees held:**

<i>Degree</i>	<i>Institution</i>
Bachelors in Family Child Development	Crown College

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

<i>Course</i>	<i>Institution</i>	<i>Graduate Hours</i>
NA		

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

<i>School Name</i>	<i>Location</i>	<i>Dates</i>
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**5. Current participation in congregational activities:**

<i>Responsibility</i>	<i>Participation</i>
Member Holy Emmanuel Lutheran	
ECC Board and Church Council	Director of Childcare
Church Council	Member
Car Club	Leader

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

<i>Organization Name</i>	<i>Area of Focus</i>
Lutheran Education Association	Education
Develop Tool Minnesota	Early childhood Education

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

<i>Certificate(s)</i>	<i>Expiration Date</i>
Minnesota State Teaching License	6/2024 - In process of renewal. Requirements are complete and submitted to state.

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

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

**1. Faculty Member:** Randy Regan, Chief Business Officer

**2. Academic degrees held:**

<i>Degree</i>	<i>Institution</i>
<i>Bachelor degree in Social Work</i>	<i>University of Pittsburgh</i>

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

<i>Course</i>	<i>Institution</i>	<i>Graduate Hours</i>
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**4. Teaching or school administration experience:**

<i>School Name</i>	<i>Location</i>	<i>Dates</i>
<i>Open Arms Christian ECC</i>	<i>Bloomington MN</i>	<i>2016-current</i>

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

<i>Responsibility</i>	<i>Participation</i>
<i>VP of Holy Emmanuel Congregation</i>	

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

<i>Organization Name</i>	<i>Area of Focus</i>
<i>LEA</i>	<i>Lutheran Education</i>
<i>Develop Tool Minnesota</i>	<i>Early Childhood Education</i>

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

<i>Certificate(s)</i>	<i>Expiration Date</i>
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# Administrators and Teaching Staff (Lead Teachers and Assistant Teachers)

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

**1. Faculty Member: Abby Morelan, Health and Safety Coordinator**

**2. Academic degrees held:**

<i>Degree</i>	<i>Institution</i>
N/A	

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

<i>Course</i>	<i>Institution</i>	<i>Graduate Hours</i>	<i>College Degree(s)</i>
N/A			

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

<i>School Name</i>	<i>Location</i>	<i>Dates</i>
Randolph Public Schools	Randolph, Mn	June 2010-August 2012
Northfield Montessori	Northfield, Mn	August 2012-April 2014
Open Arms ECC	Bloomington, Mn	October 5, 2020-Present

**5. Current participation in congregational activities: Randolph Baptist Church**

<i>Responsibility</i>	<i>Participation</i>
	Member

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

<i>Organization Name</i>	<i>Area of Focus</i>
Develop Tool Minnesota	Early Childhood Education

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

<i>Certificate(s)</i>	<i>Expiration Date</i>
CDA	January 24, 2025

## 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:** Ashley Fotso, Educational Services Coordinator

2. **Academic degrees held:**

<i>Degree</i>	<i>Institution</i>
<i>Bachelor of Science Mass Communication</i>	<i>St. Cloud State University</i>

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

<i>Course</i>	<i>Institution</i>	<i>Graduate Hours</i>
<i>See Develop Record</i>		

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

<i>School Name</i>	<i>Location</i>	<i>Dates</i>
<i>Open Arms Christian ECC</i>	<i>Bloomington, MN</i>	<i>6/12/23-Current</i>

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

<i>Responsibility</i>	<i>Participation</i>
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6. **Current membership in professional organizations:**

<i>Organization Name</i>	<i>Area of Focus</i>
<i>Develop Tool Minnesota</i>	<i>Early Childhood Education</i>

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

<i>Certificate(s)</i>	<i>Expiration Date</i>
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## 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: Rose Ann Sullivan, Infant Lead Teacher**

2. **Academic degrees held:**

<i>Degree</i>	<i>Institution</i>
Bachelors of Science in Early Childhood education	Minnesota State University, Mankato

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

<i>Course</i>	<i>Institution</i>	<i>Graduate Hours</i>	<i>College Degree(s)</i>
N/A			

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

<i>School Name</i>	<i>Location</i>	<i>Dates</i>
Open Arms ECC	Bloomington, Mn	2018- Present

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

<i>Responsibility</i>	<i>Participation</i>
N/A	

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

<i>Organization Name</i>	<i>Area of Focus</i>
N/A	

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

<i>Certificate(s)</i>	<i>Expiration Date</i>
N/A	

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

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

**1. Faculty Member: Linda Trocke, Infant Teacher**

**2. Academic degrees held:**

<i>Degree</i>	<i>Institution</i>
Bachelor of Science in Elementary Education	Bemidji State University
Minor in Early Childhood	Bemidji State University

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

<i>Course</i>	<i>Institution</i>	<i>Graduate Hours</i>	<i>College Degree(s)</i>
N/A			

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

<i>School Name</i>	<i>Location</i>	<i>Dates</i>
Community Childcare Center	Minneapolis, MN	1981-1999
Open Arms ECC	Bloomington, MN	2020-Present

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

<i>Responsibility</i>	<i>Participation</i>
N/A	

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

<i>Organization Name</i>	<i>Area of Focus</i>
N/A	

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

<i>Certificate(s)</i>	<i>Expiration Date</i>
N/A	

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

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

**1. Faculty Member: Paula Bjornson, Penguin Infant Lead Teacher**

**2. Academic degrees held:**

*Degree*

*Institution*

*Transcript*

*Normandale Community College*

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

*Course*

*Institution*

*Graduate Hours*

*N/A*

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

*School Name*

*Location*

*Dates*

*N/A*

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

*Responsibility*

*Participation*

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

*Organization Name*

*Area of Focus*

*Develop Tool Minnesota*

*Early Childhood Education*

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

*Certificate(s)*

*Expiration Date*

## 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:** Isiah Dubois, Penguin Teacher

2. **Academic degrees held:**

<i>Degree</i>	<i>Institution</i>
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3. **Academic credit and continuing education units earned over the last four years:**

<i>Course</i>	<i>Institution</i>	<i>Graduate Hours</i>
See Develop Training Record currently working to complete CDA		

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

<i>School Name</i>	<i>Location</i>	<i>Dates</i>
Open Arms Christian ECC	Bloomington MN	6/23-Current
Parkside Elementary	Buffalo, MN	11/22-6/23

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

<i>Responsibility</i>	<i>Participation</i>
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6. **Current membership in professional organizations:**

<i>Organization Name</i>	<i>Area of Focus</i>
Develop Tool Minnesota	Early Childhood Education

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

<i>Certificate(s)</i>	<i>Expiration Date</i>
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Currently working to complete CDA and has a Track 1 Teacher Variance through the Department of Human Services



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

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

**1. Faculty Member: Jamie Norwick, Alligator Toddler Lead Teacher**

**2. Academic degrees held:**

<i>Degree</i>	<i>Institution</i>
<i>Childcare Specialist</i>	<i>Rasmussen College</i>

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

<i>Course</i>	<i>Institution</i>	<i>Graduate Hours</i>
<i>Divine Light Children's Yoga</i>		
<i>See Develop Training Record</i>		

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

<i>School Name</i>	<i>Location</i>	<i>Dates</i>
<i>Open Arms Christian ECC</i>	<i>Bloomington MN</i>	<i>4/2023- Current</i>
<i>Shakopee Public School</i>	<i>Shakopee, MN</i>	<i>2022-2023</i>
<i>The Cradle Club</i>		

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

<i>Responsibility</i>	<i>Participation</i>
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**6. Current membership in professional organizations:**

<i>Organization Name</i>	<i>Area of Focus</i>
<i>Develop Tool Minnesota</i>	<i>Early Childhood Education</i>

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

<i>Certificate(s)</i>	<i>Expiration Date</i>
<i>Childcare Specialist</i>	<i>NA</i>

## 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:** Katelyn Kaiser, Alligator Teacher

2. **Academic degrees held:**

<i>Degree</i>	<i>Institution</i>
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3. **Academic credit and continuing education units earned over the last four years:**

<i>Course</i>	<i>Institution</i>	<i>Graduate Hours</i>
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*General Credits from St. Cloud State University and University of Arizona online*

*See Develop Training Record*

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

<i>School Name</i>	<i>Location</i>	<i>Dates</i>
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*Open Arms Christian ECC*

*Bloomington MN*

*9/2022-Present*

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

<i>Responsibility</i>	<i>Participation</i>
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*Mount Olivet Lutheran*

*Membership and Church Choir*

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

<i>Organization Name</i>	<i>Area of Focus</i>
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*Develop Tool Minnesota*

*Early Childhood Education*

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

<i>Certificate(s)</i>	<i>Expiration Date</i>
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*Meets teacher requirement with college credits and experience*

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

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

1. **Faculty Member:** Destiny Romanowski, Koala Toddler Lead Teacher

2. **Academic degrees held:**

<i>Degree</i>	<i>Institution</i>
NA	

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

<i>Course</i>	<i>Institution</i>	<i>Graduate Hours</i>
See Develop Profile		

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

<i>School Name</i>	<i>Location</i>	<i>Dates</i>
Open Arms Christian ECC	Bloomington, MN	October 2023-Current
Kindercare	Shakopee MN	2022-2023
Lady Bug Learning Center	Chanhassen, MN	

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

<i>Responsibility</i>	<i>Participation</i>
Member of Hosanna Church in Shakopee	

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

<i>Organization Name</i>	<i>Area of Focus</i>
Develop Tool Minnesota	Early Childhood Education

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

<i>Certificate(s)</i>	<i>Expiration Date</i>
Currently Completing CDA with planned completion in February of 2024. Currently Lead Teacher with Track 1 Variance through Minnesota Department of Human Services	

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

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

1. **Faculty Member:** Leah Hollenbeck, Monkey Preschool Lead and Resource Teacher  
2.

3. **Academic degrees held:**

<i>Degree</i>	<i>Institution</i>
Bachelor of Science in Open (Interdisciplinary) Studies	MN State University Mankato

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

<i>Course</i>	<i>Institution</i>	<i>Graduate Hours</i>
See Develop Training Record		

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

<i>School Name</i>	<i>Location</i>	<i>Dates</i>
Open Arms Christian ECC	Bloomington MN	9/19-Present

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

<i>Responsibility</i>	<i>Participation</i>
Bethesda Church	Member Wednesday Night Preschool Director Choir and Worship Team VBS Committee

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

<i>Organization Name</i>	<i>Area of Focus</i>
Develop Tool Minnesota	Early Childhood Education

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

<i>Certificate(s)</i>	<i>Expiration Date</i>
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# Administrators and Teaching Staff (Lead Teachers and Assistant Teachers)

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

1. **Faculty Member:** Hannah Slanika Monkey Preschool Teacher

2. **Academic degrees held:**

<i>Degree</i>	<i>Institution</i>
<i>Bachelors Degree in Art History and Photography</i>	<i>St Paul College</i>
<i>Mastor's In Theology</i>	<i>St. Joseph College in Maine</i>

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

<i>Course</i>	<i>Institution</i>	<i>Graduate Hours</i>
<i>See Develop Training Record</i>		

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

<i>School Name</i>	<i>Location</i>	<i>Dates</i>
<i>Open Arms Christian ECC</i>	<i>Bloomington, MN</i>	<i>1/22 -Current</i>

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

*Member at Nativity of Mary in Bloomington*

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

<i>Organization Name</i>	<i>Area of Focus</i>
<i>Develop Tool Minnesota</i>	<i>Early Childhood Education</i>

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

<i>Certificate(s)</i>	<i>Expiration Date</i>
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# Administrators and Teaching Staff (Lead Teachers and Assistant Teachers)

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

1. **Faculty Member:** Michele Fashant, Acting Tiger Preschool Lead Teacher

2. **Academic degrees held:**

<i>Degree</i>	<i>Institution</i>
<i>BA in Education</i>	<i>University of St. Catherine</i>

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

<i>Course</i>	<i>Institution</i>	<i>Graduate Hours</i>
<i>See Develop Training Record</i>		

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

<i>School Name</i>	<i>Location</i>	<i>Dates</i>
<i>Open Arms Christian ECC</i>	<i>Bloomington MN</i>	<i>12/05-current</i>

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

<i>Participation</i>
<i>St. John Neumann, Eagan</i> <i>Member</i>

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

<i>Organization Name</i>	<i>Area of Focus</i>
<i>Develop Tool Minnesota</i>	<i>Early Childhood Education</i>

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

<i>Certificate(s)</i>	<i>Expiration Date</i>
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## 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:** Tracy Cox, AM Teacher and Kitchen Coordinator

2. **Academic degrees held:**

<i>Degree</i>	<i>Institution</i>
<i>Master of Science Criminal Justice</i>	<i>Everest University Tampa</i>
<i>Bachelors of Science Criminal Justice</i>	<i>Everest University Tampa</i>
<i>Associates of Science- Criminal Investigations</i>	<i>Everest University Tampa</i>

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

<i>Course</i>	<i>Institution</i>	<i>Graduate Hours</i>
<i>Course PHD Criminal Justice</i>	<i>Capella University</i>	<i>67 Hours</i>
<i>See Develop Training Record</i>		

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

<i>School Name</i>	<i>Location</i>	<i>Dates</i>
<i>Open Arms Christian ECC</i>	<i>Bloomington MN</i>	<i>10/2022-Current</i>
<i>Kindercare</i>	<i>Shakopee MN</i>	<i>3/2020-10/202</i>

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

<i>Responsibility</i>	<i>Participation</i>
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6. **Current membership in professional organizations:**

<i>Organization Name</i>	<i>Area of Focus</i>
<i>Develop Tool Minnesota</i>	<i>Early Childhood Education</i>

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

<i>Certificate(s)</i>	<i>Expiration Date</i>
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## 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
Kelly O’Leary	Float Experienced Aide	35	2
Sheena Jones	Preschool Tiger room Aide	35-40	<1/Start Date Feb. 2024
Sol (Perona) Kundu	Float Aide	35-40	<1/Start Date Feb. 2024
Chad Bjornson	Facilities Coordinator	40	2
Tom Haas	Custodian	<2	3
Leo Haas	Substitute Custodian	<2	3

## 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:**

**Soccer Shots:** A weekly class that parents are able to purchase and choose to have their children attend to learn about playing soccer.

**Dancersize:** A weekly dance class that parents are able to purchase and choose to have their children attend to learn about music and movement



## **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](#)
- [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:**

- **The mission of the school is carried out in the Christian Education and Atmosphere**
- **The school is well organized and clean**
- **Children and families are learning and growing in Christ**
- **Supportive Environment for teachers and families**
- **Amazing Teachers**
- **The church and school are welcoming**
- **The church and school work together in ministry**

# 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.*

Evangelism Plan

**1. Describe how the early childhood center reflects a mission outreach purpose in its community.**

Our doors are open to the community throughout the year. During the summer, each year our classic car club meets on Tuesday nights in our parking lot and is open to the whole community. A farmer has a sweet corn stand in our parking lot each year and people from all over Bloomington and Richfield come for sweet corn and are given information about our church, school, and a relationship with Christ. In the fall, Open Arms and Holy Emmanuel host an annual Harvest Festival the same week as the Ponds Park River Rendezvous Days. The event includes a wine pull, silent auction, car show, carnival games and refreshments.

**2. List the communication methods used to share the Mission and Ministry Statement with the governing authority, staff, parents/guardians and congregation.**

- [Parent Handbook](#)
- [Employee Handbook](#)
- [Parent and Staff Communications](#)
- [On both the church and school website](#)
- [The Early Childhood Center Board Report and Council Report include statements of mission and ministry](#)
- [Evangelism Plan](#)
- [Living our mission car club power point](#)
- Mission and Ministry statements are posted throughout the building and in classrooms. [Picture of mission and ministry statements](#)
- The TV screens in the church and in the school

**3. Describe how the Mission and Ministry Statement is implemented by the governing authority, staff, parents/guardians and congregation.**

During welcome visits for both new staff and parents the mission and ministry statements are shared when explaining that the number one purpose of our school is to share the love of Christ with the children and community. Both staff and parents participate in a school orientation including reading the parent handbook and school policies that explain the mission and ministry statement. In the classroom, teacher's lead the students in daily Jesus Time that includes prayer, Bible lessons and songs. Staff share with parents the monthly themes and daily learning topics for Jesus Time. Pastor Paul Krentz leads chapel in the individual classrooms two or three Tuesdays per month with the students and teachers. Students visit the church sanctuary for chapel the 2nd Tuesday per month led by the director and teachers. There is a prayer board in the hallway to share community prayer requests. The students are invited to sing at the Holy

Emmanuel Sunday worship service 4 times per year. The ECC Christmas program is the first advent Wednesday night service each year that includes both congregation members and ECC families followed by a dinner. Each week center leadership visits each classroom to read a Bible devotion with the staff/students and ask the teachers how we can pray for them. This devotion and prayer and praises are then emailed to all staff and ECC board members.

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

The implementation of *One in Christ* Preschool A and B curriculum and *Little Lambs* curriculum. Previously only the infant and toddler classrooms had *One in Christ* curriculum. This has provided more uniformity with our message and themes. *One in Christ* Preschool A and B also has letters to send home to parents to assist in communicating the gospel message in the homes of our students. The parent resource center in the lobby was added that includes Christian books for families to take home.

Because we are an Early Childhood Center that is Open from 7am-6pm and staff come to work at all different times we found it difficult to find a time when all staff could participate together in prayer and Bible study each week. This school year the center leadership team started visiting each classroom/staff member once a week to read a Bible scripture with them and their students and ask for prayer requests and praise reports. Following these visits, the Bible scripture and non-confidential prayer requests and praise reports are shared with all the staff and ECC board members via email.

## 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**

[Evangelism Plan](#)

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

[Evangelism 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.*

**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:**

[Evangelism Plan](#)

### **Comments:**

The school and church have a symbiotic relationship of ministry and support that is reflected in our ministry statements and in how we live our mission statement out in our daily lives.

The school is creating disciples for life by Following Jesus' Words. "Feed My Lambs" (John 21:15)

**Holy Emmanuel's Mission Statement:** Develop disciples of God who use their gifts to reach out and put Christ's love into action.

**Open Arms Christian Early Childhood Center Mission Statement:** Following Jesus' Words, "Feed My Lambs" (John 21:15) Open Arms Christian Early Childhood Center nurtures young children in a Christian environment.

## 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:**

### **Congregation**

- [Videos in the church and school entrance](#)
- [Mission and purpose statement is included on monthly reports to the ECC Board and Church council](#)
- [Holy Emmanuel Voters Meeting PowerPoint Shared with Congregation](#)
- [Holy Emmanuel Website](#)
- [Weekly Bulletin](#)
- [Mission Statements posted](#) in church and school.

### **Early Childhood Staff and Parents and Guardians**

- [Parent Handbook](#)
- [Employee Handbook](#)
- [Evangelism Plan](#)
- [Parent and Staff Communications](#)
- Posted in Entryways, hallways, and in each classroom. [Picture](#)

**Comments:** The purpose of our school is to help children and families create a foundation of faith for their lives. This is shared from the first time they call on the phone or tour the school as prospective staff and families. At the new family preconference, the parent handbook is reviewed with the mission statement.

During orientation and annually staff review the mission statement and the evangelism plan.

The mission statement is communicated to the congregation by video, on the website, in the bulletin and at the annual voters meeting.

**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:**

[ECC Board Handbook with Annual Board Calendar](#)

**Comments:** Each year the ECC board reviews the mission and communicates any possible update recommendations to the council for approval. It is then reviewed with the congregation at the spring voters meeting.

**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:**

- [Harvest Festival](#)
- [Annual Summer Picnic](#)
- [Car Club Flyer](#)
- [Service Projects](#)
- [ECC School Calendar with annual church and school events](#)
- [Parent and staff communications](#)

**Comments:** The congregation and school families are invited to attend each of the following events annually. The Church members volunteer, attend and financially support school events each year;

- Children Invited to sing at Holy Emmanuel worship services a minimum of 4 times annually
- Preschool Graduation
- Summer Family Picnic
- Car Club (Tuesday nights in the summer)
- The ECC Christmas program is the first Holy Emmanuel advent service each year
- School and church families participate in various service projects each year which can include;
  - Making blankets or sandwiches for homeless
  - VEAP donations drive
  - Shoe Away Hunger
  - Sock Drive
  - School Supply Drive
  - Hat and Mitten Drive

**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:**

- [Website with Community Events](#)
- [Harvest Festival](#)
- [Tuesday Night Car Club](#)
- [Trunk or Treat](#)
- [Service Projects](#)
- [Corn Stand](#)
- [Annual Summer Picnic](#)
- [The Best of Bloomington](#)
- [Living our Mission PowerPoint](#)

**Comments:** For years, Open Arms Christian ECC and Holy Emmanuel were considered the best kept secret in Bloomington. Most of our community involvement was through word of mouth when people invited individuals to the church or told them about the school. In the past 5 years the church and school have started a number of outreach events and activities to invite the Bloomington community to our campus and share the love of Christ with them. These events include;

- Tuesday night car club
- Harvest Festival and Car Show
- Corn Stand
- Service Projects where our school and church provides gifts to our community
- Annual Summer Picnic

**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".

- A. Are the Required Responses complete? (YES / NO)**
- B. 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?

For a small congregation and school, we have made great strides in the past 5 years in welcoming the community to our church and school.

7. Based on evidence, what are the challenges of the school related to Standard 1, Section 1A?
8. What is the school's rating for all Indicators of Success for Standard 1, Section 1A?

INDICATOR	R A T I N G
1A:01*	2
1A:02	2
1A:03	2

For a REQUIRED Indicator of Success (\*) answered as "YES", insert "2";

for "NO", insert "0".

For GENERAL Indicators of

<b>1A:04</b>	2
<b>1A:05</b>	2
<b>Total Points:</b>	10

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.

<b>Total Number of Indicators Rated</b>  <i>(Subtract any Indicators marked as "N/A" from total Indicators possible)</i>	5
<b>Total Number of Points Possible</b>  <i>(Total Number of Indicators Rated x 2)</i>	10

# STANDARD 1B: PHILOSOPHY

## Overview

An early childhood program philosophy is a cooperatively formed statement of belief that reflects 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.**

From the first-time people enter our school, our philosophy is shared in word and action during the first tour, the orientation visit and in our written communications including the parent handbook and employee handbook. The Website has the statement and can be viewed by congregation, staff, parents and potential families. Staff reviews the statement at orientation and at our annual August meetings. The director refers to the mission statement and philosophy in her newsletter articles, reports to the council and the voter's meetings.

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

The ECC board reviews this statement annually in January. There was a minimal change made in the learning domains to ensure they matched [Minnesota Early Childhood Indicators of Progress](#).

## 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.

X
---

### Early childhood program's Philosophy Statement

Statement of Purpose: Open Arms Christian Early Childhood Center, a ministry of Holy Emmanuel Lutheran Church, offers families a caring, nonjudgmental and supportive Christian environment. The loving and secure age-appropriate environment is culturally sensitive and encourages children to learn through play. Children's development is enhanced by opportunities which meet the individual needs of the whole child within the following learning domains;

1. Spiritual
2. The Exploration of Arts
3. Approaches to Learning
4. Language and Literacy Communications
5. Cognitive; Mathematics, Scientific Thinking, and Social Systems
6. Physical and Movement
7. Social and Emotional

X
---

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

- [Website](#)
- [Parent Handbook](#)
- [Employee Handbook](#)
- [Board and Church Council Reports](#)
- [Evangelism Plan](#)
- [Community Connection](#)

## 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:**

Open Arms Christian Early Childhood Center, a ministry of Holy Emmanuel Lutheran Church, offers families a caring, nonjudgmental and supportive Christian environment.

**Comments:**

The philosophy of education encompasses building a foundation of love, education and faith for the children and their families. Children and families are supported in a caring, nonjudgmental and Christian environment.



**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:** The loving and secure age-appropriate environment is culturally sensitive and encourages children to learn through play. Children’s development is enhanced by opportunities which meet the individual needs of the whole child within the following learning domains;

1. Spiritual
2. The Exploration of Arts
3. Approaches to Learning
4. Language and Literacy Communications
5. Cognitive; Mathematics, Scientific Thinking, and Social Systems
6. Physical and Movement
7. Social and Emotional

**Comments:** The statement includes the list of domains from the Minnesota Early Childhood Indicators of progress and above those domains is listed a spiritual domain due to the importance for our spiritual life. The statement does include that our age-appropriate environment encourages children to learn through play.

## 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:**

Documents available for visiting team

**Comments:** The mission and purpose statement were formally approved by the ECC board on 6/21/95 and approved by the church council at the next board meeting. Documents available for the visiting team.

**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:**

[Board manual with annual calendar/agenda](#)

**Comments:** The ECC board reviews the mission and purpose for the school annual and information regarding continuing with current statements or changes to statements are communicated and approved by the church council. Then communicated with the congregation in the annual spring voters meeting.

**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).**

**Met in Full  
(2)**

**Partially Met (1)**

**Not Presently Met  
(0)**

**List supporting evidence or practices:**

- [Website](#)
- [Parent Handbook](#)
- [Employee Handbook](#)
- [Evangelism plan](#)
- [Parent and staff communications](#)
- Weekly in the bulletin
- On the TV in the church and school entry
- Posted throughout the church and school

**Comments:** Staff review the statement upon hire, periodically throughout the year and at our annual training. The statement is shared with parents at entry into the program and discussed with them periodically throughout the year and at parent teacher conferences. The statement is on our website, and is posted throughout the building. The ECC Board and Director bring monthly reports to the church council and annual reports to the congregation at the annual voters’ assembly that included the statement.

**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".

A. Are the Required Responses complete? (YES / NO)

B. 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?

The school communicates the philosophy in a variety of ways. Parents, church members and staff understand and support the school's philosophy.

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
1B:06*	2
1B:07*	2

For a REQUIRED Indicator of Success (\*) answered as "YES", insert "2";  
for "NO", insert "0".

<b>1B:08</b>	2
<b>1B:09</b>	2
<b>1B:10</b>	2
<b>Total Points:</b>	10

**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.**

<b>Total Number of Indicators Rated</b>  <i>(Subtract any Indicators marked as "N/A" from total Indicators possible)</i>	5
<b>Total Number of Points Possible</b>  <i>(Total Number of Indicators Rated x 2)</i>	10

## 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.*

**List family education programs presented during the past 12 months.**

- [Author Hillary Podritz author of \*Making Good Choices at School\* met with parents](#)
- [Faith Fundamentals Class](#)
- [Lenten meals and Services](#)
- [ECFE for 1](#) information sent to parents
- [Infant Letters](#)
- Child Development and Parenting educational material are shared with parents upon enrollment through materials provided by the "Help Me Grow" program (complete enrollment packet available at visit)
- Each classroom has signs posted throughout the centers describing what children are learning through play in each center.
- The ECC provides books, videos and other educational material on child development and parenting with families through its Parent Resource library, at parent conferences and individual counseling as requested.
- Links to early childhood education videos are shared with parents via facebook and communications.

- [First Smile, First Laugh First Hug](#)
- [Loving Literacy](#)
- [Connecting with Babies](#)
- [School Readiness](#)

**List special programs for families. (i.e. Christmas service, Family Night, Literacy Festivals, service projects)**

- [Rooted in His Word Summer Reading Challenge](#)
- [Summer Picnic](#)
- [Summer Camp Activities](#)
- [Classroom participation](#)
- [Service Projects](#)
- [Harvest Festival](#)
- [ECC Children Singing In Church and a family meal](#)
- [Moms and Muffins and Special People](#)
- [Dad's and Donuts and Special People](#)
- [Family Meal and Activity Nights](#)
- On the go "Drop Off Breakfast"
- Winter Luau
- [ECC Christmas Program](#)
- [Christmas classroom door decoration contest voting](#)
- [All Ages Game Night](#)
- [Car Club and Family Nights](#)
- [Parents/Grandparents are invited to classroom holiday celebrations](#)
- [Annual Calendar for family events](#)
- [Annual Preschool Graduation in June](#)
- [Annual Parent Involvement Calendar](#)
- [Annual ECC Calendar](#)

**Describe orientation methods for welcoming and engaging new families.**

- Program information is provided via email and phone: [New Family Tour Letter Template](#)
- Facility Tours with the administration team. Further program information provided to families
- Enrollment Packet-Given to new families when touring Open Arms Christian ECC is available for NLSA visiting team during accreditation visit.
- When possible Pastor Krentz visits with families during their first school tour
- Review of [enrollment procedures and documents](#)
- Follow up communication via face to face meetings, phone and email conversations to answer questions and provide clarification for families



- Pre-Conference with the classroom Lead Teacher and new family  
[https://drive.google.com/drive/folders/1Qzv8Zaq5D6BYo-Z2x9PieXPIAieQgMbV?usp=drive\\_link](https://drive.google.com/drive/folders/1Qzv8Zaq5D6BYo-Z2x9PieXPIAieQgMbV?usp=drive_link)
- Review of [Parent Handbook](#)
- Pastor Krentz reaches out to new families following enrollment to introduce himself and the church. [Enrollment information](#)

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

During the pandemic we were unable to host large group gatherings and most of our family events were canceled. Open Arms provided an additional educational resource to our families in a school age distance learning program coordinated with the public school system. In addition to the 2 hours of distance learning that was supported by an Open Arms licensed teacher, an in person full day program was provided for these school age students. Open Arms also hosted daily Zoom activities for families and teachers to participate and become better acquainted. Since the end of the pandemic we restarted a number of our previous programs and created new ones including the car club, family meal nights, and all ages game night.

This fall we added meals following the service when the ECC children sing in church to provide time for fellowship between church families and ECC families and staff.

## 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.

X

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

- [Parent Info Boards in the classroom](#)
- [Community Connection](#)
- [Website](#)
- [Hallway TV](#)
- [Infant Letters](#)
- Procure Communication App
- Emails
- [Parent-Teacher Conferences](#)
- [Entry-way information station](#)
- Parent Resource Area
  - [Picture 1](#)
  - [Picture 2](#)

X

**A copy of the written [NLSA Family Survey questions](#)**

X

[NLSA Family Surveys](#)

X

- [Parent Handbook](#)

X

**Enrollment forms**

[Enrollment forms first set](#)

[Enrollment forms second set](#)

X

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

[Accident/Incident Form](#)

[Persistent Unacceptable Behavior Form](#)

[Biting Form](#)

[Illness form](#)

## 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:** [Parent Handbook](#)

Comments:

A Statement of nondiscrimination is published in the parent handbook as follows:

Statement of Non Discrimination

Open Arms admits children of any race, color, religion, nationality, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to the children at Open Arms. Open Arms does not discriminate on the basis of sex, race, color, religion, nationality, or ethnic origin in administration of its educational policies, admission policies, scholarship and hardship programs, and other program activities.

## 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:**

- [Pastor Faith Fundamentals Class Opportunities](#)
- [Parent Class with the Author of Making Good Choices at School](#)
- [Character Building Newsletter Article](#)
- [ECFE and Preschool Screening information Shared in Community Connection](#)
- Child Development and Parenting educational material is shared with parents upon enrollment through materials provided by the "Help Me Grow" program (enrollment packet available at visit)
- [Each classroom has signs posted throughout the centers describing what children are learning through play in each center with bible verses.](#)
- [ECFE for One](#)
- [Infant Letters](#)
- The ECC provides books, videos and other educational material on child development and parenting with families through its [Parent Resource library](#), at parent conferences and individual counseling as requested.
- Links to early childhood education videos are shared with parents.
  - [First Smile, First Laugh First Hug](#)
  - [Loving Literacy](#)
  - [Connecting with Babies](#)
  - [School Readiness](#)

**Comments:**

The school and church has an open door policy for parents and welcomes them to participate in events throughout the year. We use a variety of tools to provide educational support for families thus providing an opportunity for everyone to learn and grow.

**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:**

- [Pre-Conference Form](#)
- [Parent Handbook](#)
- [Enrollment Forms and information](#)
- [New Family Tour Letter Template](#)

**Comments:**

- Program information is provided via email and phone
- Facility Tours with the administration team. Further program information provided to families
- Review of enrollment procedures and documents
- Follow up communication via face to face meetings, phone and email conversations to answer questions and provide clarification for families
- Pre-Conference with Lead Teacher and new family
- Review of Parent Handbook with new families
- Enrollment Packet-Given to new families when touring Open Arms Christian ECC is available for NLSA visiting team when at Open Arms.

**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:**

- [ECC Calendar](#)
- [Community Connection](#)
- [Classroom Parent Information Center](#)
- Handout personal invitations and flyers at drop off and pick up
- Procure APP and Procure app sign in questions
- Front Entrance TV
- Front Entrance information station
- Individual Child files/cubbies for each child to send information home

**Comments:** The school uses a variety of methods to communicate activities with families including personal hand given invitations at drop off and pick up, the Community Connection newsletter, Procure App, and information stations.

**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:**

- [Invited to read to the classroom](#)
- [Invited to join classroom holiday parties](#)
- [Annual Family Involvement Calendar](#)
- [Special family events throughout the year including](#)
  - [Moms, muffins and special people](#)
  - [Dads, donuts and special people](#)
  - [Family Meals](#)
  - [Summer picnic](#)
  - [Christmas Program](#)

**Comments:**

Parents are welcomed and invited personally to visit their child's classroom throughout the year. Each parent has a code to enter the school at all times.

In the [Parent Handbook](#) on page 14 there is a statement that welcomes classroom visits; Classroom visits are welcomed and encouraged. If you have time during the day, please stop by and participate in your child's daily activities at the center. If you have a special interest or talent that you would like to share with the children, please discuss it with your child's teacher.

**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:**

- [Meals at local restaurants](#)
- [Harvest festival Silent auction and Wine Pull](#)
- At Christmas teachers create a giving tree and our parents support our teachers with supplies and equipment needed in their classrooms. [Wishing Tree Letter](#)
- Parents volunteer in classrooms engaging the children in planned activities and reading to them and at [holiday parties](#).
- Parents volunteer to help with yard work and building projects.
- Parents read in classrooms during February I Love to Read Month
- [Parents plan an amazing teacher appreciation week!](#)
- [Parent Involvement Calendar](#)
- [Parents organize teacher appreciation week activities](#)
- [Parents invited to read books](#)

**Comments:** Parents volunteer and participate in the classroom, with annual fundraisers, and school projects.

**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:**

[NLSA Family Surveys](#)

**Comments:** Parents are asked to evaluate the school each year, however in the past 5 years there were times when it was not consistently done with the NLSA survey, some years it was an abbreviated survey or a different survey. During the pandemic for example, we completed a health and safety survey, however that did not include information on purpose, goals and objectives.

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

Provide the NLSA Survey for parents to complete each year at conferences in April.

**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:**

- The procare app will be available to view communications, procare assessments and observations when the team visits
- [Conferences are held 2x per year in the fall and on Easter Monday](#)
- [Parents are given information about Help Me Grow, Preschool Screenings and observations](#)

**Comments:** Teachers communicate through Procare messages and at conferences. Procare learning assessments and observations are entered by staff and shared with parents at conferences. If further action is needed there are conferences with the teacher and director and the student may be referred to the school district through Help Me Grow.

**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:**

- [Center for Inclusive Childcare](#): mentoring for teachers and classroom observations
- [Local school district support](#)
- [Parent Resource Area](#) in the main school hallway
- [Help me grow](#)- see tour packet
- [DHS Mental Health Consultant](#)

**Comments:** During the initial tour, parents are given a packet with information about the school and Help Me Grow. In the parent resource library there is information about state and local resources for families. Through our 4 star Parent Aware rating we were made aware about free teacher coaching through the Center for Inclusive Child Care. Throughout the year information is shared about programs offered by the local school district for early childhood education and preschool screening. The Chief Business officer applies for grants through state and national agencies including Parent Aware and the Childcare Stabilization Grant that assists in providing services to parents and keeping tuition cost below the area average.

**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:**

- [Release of Information](#)
- [Employee Handbook Confidentiality Statement](#)- Reviewed annually with each employee
- [Employee Signed Confidentiality Form](#)

**Comments:**

The following are measures the ECC employs to assure that all communication and records regarding students are kept confidential:

- All parent-teacher communications are done in private
- All written communications are completed via private means
- All written communications and records regarding each child are kept in a secure location and under lock and key and or password protected in a secure private database
- Child and staff files are stored in the directors office in a locked file cabinet and only administration has a key. Lead teachers are able to access files to gain information needed about children.

**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:**

- [Conference Forms](#)
- [Annual Parent Teacher Conferences on Annual Calendar](#)

**Comments:**

Conferences are held in the fall and spring each year. The teachers and director are available for additional conferences upon request. When children move from one classroom to the next the parents are offered a transition conference and information about the new classroom.

**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:**

- [Advent Services](#)
- [Lenten Services and Dinners](#)
- [Children Sing in Church 4 times annually](#)
- [Faith Fundamentals Class](#)
- [Service Projects](#)
- [ECC Calendar](#)
- [Car Club](#)
- [Harvest Festival](#)
- [Summer Picnic](#)
- [Christmas Program during first advent service](#)
- [All Ages Game Night](#)

**Comments:**

Holy Emmanuel church is excellent at providing opportunities for families with young children to participate in worship and within the church community. Sunday school is offered for children 3-5 and Family Faith Fellowship for families to participate in Sunday school together. Events throughout the year provide church and school families an opportunity to meet and build relationships.

**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:**

- [Faith Curriculum Newsletter with songs](#)
- [Family Resource Library](#)
- [Faith Fundamentals](#)
- One in Christ Preschool Family Letters
- [Rooted in His Word Reading Challenge](#)
- Children were given an advent calendar for home in 2023
- Holy Emmanuel gives a bible to all Open Arms 3 year olds annually at the September service when children from the ECC sing
- Preschool Graduates are given Bibles for 5-8 year olds at graduation
- [Adult and child devotionals given out at the front desk](#)

**Comments:**

From the first time a family visits Open Arms in their tour packet we include information about church and faith. Open Arms and Holy Emmanuel send home resources in a variety of ways to assist families in their faith development.

**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:**

- [ECC Calendar](#)
- [ECC Summer Camp Calendar](#)
- [Creative Curriculum](#) Information given at tour and enrollment
- TV in Main Lobby
- One in Christ Parent Letters
- [Event Flyers](#)
- [Parent Communication Newsletters and Emails](#)
- [Parent Communication information stations](#)

**Comments:** Parents are given a calendar for each school year and the community connection includes a calendar section.

**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:**

- [Creative Curriculum](#)
- [One In Christ Curriculum and Chapel Outline](#)
- [Parent Handbook](#)
- [Procure assessment](#) shared at conferences
- [Classroom Learning Objectives](#)

**Comments:** Creative curriculum goals and objectives are shared at enrollment. At preconferences parents discuss classroom goals and objectives and they are shared with parents at conferences through the Procure App Assessments and observations.

**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

Philosophy Statement

Non-discrimination Statement

Discipline policy

Hours of operation, holidays, scheduled closings, school calendar

Payments, refunds, discounts or other costs- Shared through Procure parent portal

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:**

- [Parent Handbook](#)
- [Emergency Plan](#)
- [COVID Plan](#)
- [Community Connection](#)
- [Enrollment forms first set](#)
- [Enrollment forms second set](#)
- Procure Parent Portal

**Comments:** In a binder at the front desk there is a copy of the Parent handbook, Emergency Plan and COVID plan. This information is also shared in the community connection and with parents at enrollment.

**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:**

- [Parent Info Stations in each classroom](#)
- [Procure App Messages- Available at visit](#)
- [White board Notes in alligator classroom](#)
- [Infant Letters](#)

**Comments:** Parents and classroom staff take time each day at drop off and pick up to communicate as needed. Parents love the Procure communication app and especially enjoy the pictures and videos sent by the teachers.

**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".

- A. Are the Required Responses complete? (YES / NO)
- B. Is the Required Evidence complete? (YES / NO)
- C. Are the Required Indicators of Success met? (YES / NO)
- D. Are ratings and comments provided for all REQUIRED and GENERAL Indicators of Success? (YES / NO)
- E. Are proposed actions provided for GENERAL Indicators of Success that are partially met or not presently met? (YES / NO)
- F. Based on evidence, what are the strengths of the school related to Standard 2, Section 2A?  
For a small community with limited resources we are intentional to provide families with a variety of opportunities to participate in the church and school.
- G. 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.  
2A:07: Parents / guardians are annually asked to evaluate the program based on purpose, goals and objectives.  
We have provided families with surveys each year to help assess their needs and concerns but we have not always provided the complete NLSA survey.
- H. What is the school's rating for all Indicators of Success for Standard 2, Section 2A?

INDICATOR	RATING
2A:01*	2
2A:02	2
2A:03	2
2A:04	2

For a REQUIRED Indicator of Success (\*) answered as "YES", insert "2"; for "NO", insert "0".

2A:05	2
2A:06	2
2A:07	1
2A:08	2
2A:09	2
2A:10	2
2A:11	2
2A:12	2
2A:13	2
2A:14	2
2A:15	2
2A:16	2
2A:17	2
<b>Total Points:</b>	<b>33</b>

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.

<b>Total Number of Indicators Rated</b> <i>(Subtract any Indicators marked as "N/A" from total Indicators possible)</i>	17
<b>Total Number of Points Possible</b> <i>(Total Number of Indicators Rated x 2)</i>	34

## 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.**

The ECC children are invited to sing 4 times a year at the Holy Emmanuel worship service. Families are invited to church services. Throughout the year families are invited to participate in service projects, game nights, car club, picnics and other church and school combined events

**2. List the ways the congregation participates in activities and ministries of the center. The church is invited to attend the annual preschool graduation, the harvest festival, car club, family nights and other combined church and school events. Church members support the school through volunteering at events and supporting school special events financially.**

**3. List the ways the director functions as a member of the congregational administrative team. The director is an active member of the church. She attends monthly Church Council meetings. The pastor and director meet regularly to discuss the church and school.**

**4. List the ways the congregation supports the early childhood program. (i.e. regular prayer, tuition sponsorship, reading buddies, fundraising)**

- Help to decorate and provide meals for special events
- Many congregation members support our family events with Thrivent Action Team dollars and volunteers
- Each newly enrolled child receives a welcome bag put together by Holy Emmanuel Members
- Give Bibles each year to the 3 year old children



- Participate in ECC fundraisers
- Church members attend Tuesday night car club and fundraiser
- [Scholarships](#)
- [Hardship Application](#)

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

The school and church continue to work to foster a great relationship between the ECC staff and families and the congregation. The past 3 years has seen a drop in attendance and membership in Holy Emmanuel Lutheran church.

## 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

- [Evangelism Plan](#)

Completed NLSA Church Ministry Staff Survey(s)

- [Ministry Staff Survey](#)

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

- [Early Childhood Center Budget](#)
- [Holy Emmanuel Lutheran Church Budget](#)

## 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:

- [Constitution](#)
- [Parent Handbook](#)

**Comments:** Open Arms Christian ECC is owned and operated by Holy Emmanuel Lutheran Church

## 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:**

- [Car Club Announcement](#)
- [Harvest Festival](#)
- Church members on [ECC Board](#)
- [Council Report](#) with events then added to church calendar and powerpoint
- [Church and School Events](#) and how to support

**Comments:**

Congregation members are invited to volunteer and support school events. Church members donate to the school scholarship fund. The ECC board is made up of church members.

**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:**

- Pastor provides opportunities for faith fundamentals class for ECC staff.
- [Pastor leads chapel in the classroom for students and staff](#)

**Comments:**

Pastor Krentz and the director meet as needed to share church and school ministry opportunities. Together they plan school and church annual events. Pastor Krentz leads a chapel in the classroom with Bible instruction for both students and staff. Pastor visits the ECC several times a week checking in with the director and staff.

**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:**

- [Evangelism plan](#)
- [Sing in Church](#)
- [Summer picnic](#)
- [Service Projects](#)

**Comments:**

The center and congregation collaborated to create the evangelism plan to share the gospel with the children and families without a church home. This year we have added meals following the service when the ECC children sing in church to provide time for fellowship between church families and ECC families and staff.

**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:**

- [Faith Fundamentals](#)
- [Advent Services](#)
- [Lent Services](#)

**Comments:**

Church events and services are shared through the Community Connection, the info stations, and on the TV in the church hallway.

**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:**

- [Pastor has chapel for the students and teachers 2 or 3 times per month in the classroom](#)
- Two Times per month the director and other staff members lead chapel in the sanctuary.
- [Chapel](#)
- [Video](#)
- [One In Christ Curriculum and Chapel Outline](#)

**Comments:** Five days per week the children of Open Arms participate in faith building activities. For four days they have a Jesus time in the classroom led by their teachers using the One in Christ and Little Lambs curriculum. Pastor visits the classroom 2 or 3 times per month on Tuesdays, the other 2 Tuesdays per month the children gather for chapel in the Holy Emmanuel Sanctuary.

**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:**

[Children Singing at Church](#)

[Harvest Festival](#)

[Car Club](#)

**Comments:**

The ECC all attend the annual Harvest Festival and provide carnival games and kids activities for the event. When the children sing in church the teachers take turns attending. All staff attend the Holy Emmanuel teacher appreciation service.

**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:**

- [Staff Profiles](#)

**Comments:** Many of our staff are active members of a congregation however there are some that are learning and growing in their faith through their experience at Open Arms and Holy Emmanuel.

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

Continue to share our faith and offer opportunities for staff to grow in their understanding of faith and relationship with Jesus Christ.

**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:**

- [Pastor At Chapel](#)

**Comments:**

Pastor is generally seen at the ECC several times per week. On Tuesday he can be seen sharing a Bible lesson with the children and staff and on Friday he greets the families as they arrive for their day. Pastor knows each of the families names and gets to know many of them personally. He also comes down at random times and offers encouragement to the ECC staff throughout the week. Members of the ECC board visit the school at our monthly meeting and throughout the week.

**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:**

- [Pastor At Chapel](#)
- [Christmas Program](#)
- Graduation
- Moms and Muffins and Dad's and Donuts

**Comments:**

Pastor generally attends all Open Arms special events and leads prayers and devotionals as asked for the Christmas Program, Preschool Graduation, Harvest Festival, Car Club, Moms and Muffins and Dads and donuts. He is actively involved with the ECC and enjoys getting to know the families, children, and staff.

**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:**

- [Pastor At Chapel](#)
- [One In Christ Curriculum and Chapel Outline](#)

**Comments:**

Prior to coming to Holy Emmanuel Pastor Krentz was at another congregation with a school and has vast experience leading young children in faith activities. The children are always excited to see him and listen to his lessons with interest. Pastor asks questions when planning and interacting with the children if he is unsure of their developmental needs.

**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:**

- [Holy Emmanuel gives Bibles to 3 year olds annually](#)
- [Table conversation starters](#)
- New Family gift Bags available for visiting team to review
- [Evangelism Plan](#)

**Comments:** The congregation of Holy Emmanuel supports the Director and the staff through both the ECC board and Church council. In September each year the congregation gives Bibles to the 3 year old children. Holy Emmanuel prepares gift bags with a Bible story book and Bible verse to new families. The congregation prays for the staff, families and children of Open Arms. The congregation invites the children to sing at church and welcomes both families and staff. Generally they provide a meal and are intentional about faith conversations with families and staff members. The table tags listed in evidence above were used at a meal following a church service when children were invited to sing. Along with these tags Bible verses were posted at each table to help start conversations that would lead to faith conversations. At this meal we intentionally had church members sit at different tables to help lead conversations.

**Proposed Actions if General Indicator is "Partially Met" (1) or "Not Presently Met" (0):  
Implement creative ways for the congregation**

**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:**

- [ECC Scholarship](#)
- Thrivent Action Teams
- Donations see budget
- 25th Anniversary Tree in the main hallway

**Comments:** The church supports the school financially in a variety of ways. The congregation has become smaller over the years but has a giving heart for the ministry of the school. Anonymous donors from the congregation often give for staff appreciation events and meals.

**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:**

- [Scholarships](#)
- [Hardship Application](#)

**Comments:** The school has a scholarship endowment fund that was created by donations from the congregation that normally gives 10 scholarships per year. Hardships have been given to families that have suffered from health crises and loss of jobs.

**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".

- A. Are the Required Responses complete? **(YES / NO)**
- B. Is the Required Evidence complete? **(YES / NO)**
- C. Are the Required Indicators of Success met? **(YES / NO)**
- D. Are ratings and comments provided for all REQUIRED and GENERAL Indicators of Success? **(YES / NO)**
- E. Are proposed actions provided for GENERAL Indicators of Success that are partially met or not presently met? **(YES / NO)**
- F. Based on evidence, what are the strengths of the school related to Standard 2, Section 2B?  
 Our pastor's spiritual leadership and commitment to support and shepherd the children, families and staff.
- G. 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.  
 2B:25 Everyone employed by the center is actively involved in worship and the congregational life of his / her home church.  
 Some of our teachers are exploring their faith and are not yet active in congregations.  
 The size of our congregation and senior age of the majority of our congregation members is a challenge for our ministry.
- H. What is the school's rating for all Indicators of Success for Standard 2, Section 2B?

INDICATOR	RATING
2B:18*	2
2B:19	2
2B:20	2

For a REQUIRED Indicator of Success (\*) answered as "YES", insert "2"; for "NO", insert "0".



<b>2B:21</b>	2
<b>2B:22</b>	2
<b>2B:23</b>	2
<b>2B:24</b>	2
<b>2B:25</b>	1
<b>2B:26</b>	2
<b>2B:27</b>	2
<b>2B:28</b>	2
<b>2B:29</b>	2
<b>2B:30</b>	2
<b>2B:31</b>	2
<b>Total Points:</b>	27

**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.**

<b>Total Number of Indicators Rated</b> <i>(Subtract any Indicators marked as “N/A” from total Indicators possible)</i>	14
<b>Total Number of Points Possible</b> <i>(Total Number of Indicators Rated x 2)</i>	28

## 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.**
  - The decision to turn one of the preschool classrooms into a micro-elementary school for students K-3rd grade that will open fall of 2024/2025
  - Decision to accept grants through the state, but not to become financially dependent on the grants.
  - Update board handbook to include:
    - Board Training
    - Conflict of interest
    - Grievance policy
    - Board meeting attendance policy
  - Updated employee handbook and salary scale:
    - Increased tuition discount for employee's children
    - Increased PTO for employees to be more competitive and inline with area levels

- Policy regarding termination of employment and training expenses
- Increased base and starting salaries to be more competitive and inline with area levels
- Enhance service through the addition of new support positions as follows:
  - Health and Safety Coordinator
  - Educational services Coordinator
  - Facilities Manager (shared with the church)
- Added a S.T.E.A.M. program to the curriculum for toddlers and preschoolers
- General School Policy Changes
  - Changed inclement weather policy
  - Added a floating holiday
- Reviewed and updated the purpose statement to reflect the current domains used in the Minnesota Early Childhood Indicators of Progress.

Statement of Purpose: Open Arms Christian Early Childhood Center, a ministry of Holy Emmanuel Lutheran Church, offers families a caring, nonjudgmental and supportive Christian environment. The loving and secure age-appropriate environment is culturally sensitive and encourages children to learn through play. Children’s development is enhanced by opportunities which meet the individual needs of the whole child within the following learning domains;

1. Spiritual
2. The Exploration of Arts
3. Approaches to Learning
4. Language and Literacy Communications
5. Cognitive; Mathematics, Scientific Thinking, and Social Systems
6. Physical and Movement
7. Social and Emotional

- Community outreach and fundraiser events:
  - Corn Stand
  - Classic Car Club meets each Tuesday Night, May through September
  - 2 Classic Car shows annually
  - Tuesday Night Game Night (October through April)
  - Service Projects, an example is making blankets for the homeless

**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.**

The director solicits information from stakeholders through formal meetings, conversations and surveys. The information is gathered and brought to the governing authority to set goals and make decisions

Both short and long term goals are reviewed monthly at board meetings. Goals are developed based on information the director collects from teachers, parents, operations coordinators and other staff.

Goals are discussed with input from all board members, stakeholders and program administration. These discussions produce appropriate plans including action items assigned to individuals for completion.

The board and administration discuss progress at its monthly meetings until the goals are achieved.

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

In the past 3 years we have not made significant changes to the process of systematic needs assessment and development of short and long-term goals.

The above noted process has proven to be highly effective as evidenced by accomplishments noted in number 1 above.

## 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.

X

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

- [Church Constitution](#)- Article 6: Section 10. The Board of Early Childhood Education Page 14
- [Board of Early Childhood Center \(ECC\)Policy Manual](#)- Page 4
- [Open Arms Christian ECC org Chart](#)

x

### Governing authority policy manual

- [Board of Early Childhood Center \(ECC\)Policy Manual](#)

X

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

- [Board of Early Childhood Center \(ECC\)Policy Manual](#)- Page 9

X

### Governing authority minutes from the past three meetings

- [Board Agendas and Meeting Minute](#)

X

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

- [Board Agendas and Meeting Minute](#)- The goals are listed on the third or 4th page of each board meeting agenda and minutes and on each meeting agenda to be reviewed
- [NLSA 2023 Action Plan](#)- Shows goals and completion of goals during the past 5 year accreditation cycle.

### Current Goals for Open Arms 2024- Will be updated to include NLSA Action Plan Goals

**Objective 1 Congregational Relationships and ECC Relationships.** Build relationships between Congregation Members, ECC staff & Families. Consider sponsoring Parent Night Out

### Objective 2. Invest in Quality In-Service Activities for Staff

- Attend Concordia Early Childhood Conferences in 2025
- Send a small group of staff each year to Best Practices.
- Encourage lead staff join Professional Organization to join LEA

### Objective 3 Increase LCMS Roistered Staff by 2024

- Dawn began the colloquy program with LCMS - Currently on hold

Evaluation form used to assess the director

[Director Evaluation Form](#)

  
N  
A

Director's Supervisor Survey, if applicable

Not applicable Director reports to the ECC board

### 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:

- [Church Constitution](#)- Article 6: Section 10. The Board of Early Childhood Education Page 14
- [Board of Early Childhood Center \(ECC\)Policy Manual](#)- Page 5-7

Comments:

This past year the responsibilities of the board and director were reviewed and confirmed by the board. All members of the board are trained on the responsibilities and limitations of board members. The board added number 14 under Board Member Responsibilities following some conflicts of interest and breaches in board confidentiality that occurred previously when parents were voting members of the board.

### 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:**

- [Board Agendas and Meeting Minutes](#)

**Comments:**

The board generally meets the first Thursday of each month from 6:30-8:30pm. Currently there is a vacancy in the board secretary position and minutes are taken by a board member and added to the google drive where agenda and meeting minutes are maintained.

**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:**

- [Director's reports to the board](#)

**Comments:**

The director prepares a report each month for the board that includes information in the following areas;

- Employee update
- Enrollment Update
- Financial Update
- Policy Updates
- Facilities update
- Calendar and Events Updates
- Other areas as needed

**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:**

- [Board of Early Childhood Center \(ECC\) Policy Manual](#)- See annual board calendar page 9
- [Board agendas and minutes](#)

**Comments:**

The board calendar reflects evidence of reviewing policies and procedures annually including the employee and parent handbooks in November and the board policy manual in May. Governance policies that are determined or changed are recorded in the minutes and updated in the manuals.

**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:**

- [Church Constitution- Article 6: Section 10. The Board of Early Childhood Education Page 14](#)
- [Board of Early Childhood Center \(ECC\)Policy Manual](#)

**Comments:**

The constitution of the church establishes policies and sets forth expectations by which the governing authority completes its tasks. The Board of Early Childhood Center Policy Manual further explains the role of the board and the responsibilities of board members.

**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:**

- [Board of Early Childhood Center \(ECC\)Policy Manual](#)- Page 9-annual board calendar

**Comments:**

The board has a clearly defined policy for closed executive sessions due to the confidential nature of discussions at the meeting. Should a situation arise where there needs to be communication directly from the board to ECC families, staff and church members, the board schedules open community information evenings. The board communicates policy updates through the Community Connection Newsletter and in updated handbooks.

**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:**

- [Board of Early Childhood Center \(ECC\) Policy Manual](#)

**Comments:**

The ECC board created a policy manual to guide the board in effective governance. When changes are made to board policies they are recorded in the minutes and then updated in the Board of Early Childhood Center Policy Manual. All ECC Board meeting minutes are kept separate from the policy manual in a file system of their own.

**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:**

- [Board of Early Childhood Center \(ECC\) Policy Manual](#)- Conflict of interest policy page 8, #13 board member responsibilities include a conflict of interest clause.

**Comments:**

Board members adhere to a conflict of interest statement in the Board of Early Childhood Center Policy Manual.

**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:**

- [Board of Early Childhood Center \(ECC\) Policy Manual- Page 5](#)

**Comments:**

The role of the board is governance, this is clearly defined in the purpose and role of the board. The director and staff are responsible for the day to day operations of the center. The board is available to consult the director as needed. The director reports to the board operational concerns through board reports and as needed in the event of an emergency to keep the board informed.

**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:**

- [Board of Early Childhood Center \(ECC\) Policy Manual](#) Board calendar page 9 annual review of board handbook to ensure adherence to policies.

**Comments:**

It is the responsibility of the board chair to onboard all new board members ensuring understanding of the board policy manual and their role as board members. Annually the board reviews the board policy manual to ensure changes are not needed and adherence to policies.

**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:**

- [Director Reports to Church Council](#)

**Comments:**

Following the ECC board meeting the director prepares a report that is approved by the ECC board chair for the monthly church council meeting. This report both informs council of board decisions and also requests council approve ECC Board decisions that require Church Council's approval. Both the director and the ECC board chair attend monthly church council meetings.

**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:**

[Job Descriptions Folder](#)

**Comments:**

Job descriptions were updated and approved by the board in 2022. The Facilities Maintenance Coordinator is a new position created in 2023 and needs to have a final job description created.

**Proposed Actions if General Indicator is "Partially Met" (1) or "Not Presently Met" (2)**

Descriptions for the Facilities Maintenance Coordinator are completed and need to be reviewed and approved by the ECC Board.

**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:**

- [Director's Evaluation](#)

**Comments:** The governing authority does provide an evaluation for the director based on the job description, but has been inconsistent in completing it annually.

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

Add the director's evaluation to the board calendar and complete annually in May or June when other evaluations are completed.

**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:**

- [Open Arms Christian ECC org Chart](#)
- [Board of Early Childhood Center \(ECC\) Policy Manual](#)
- [Job Descriptions](#)

**Comments:**

The ECC organizational chart and Job Descriptions delineate the supervision structure of all employees.

**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:**

- [Annual Evaluation form teaching staff](#)
- [Annual evaluation report for the board](#)
- [Annual Evaluation form](#)[Educational Services Coordinator](#) and [Health and Safety Coordinator](#)

**Comments:**

The director spends time in classrooms weekly communicating with teachers and giving feedback. Director spends time weekly with the Coordinators giving feedback. All staff evaluations are completed annually between May and June and the results are reviewed with the board.

An evaluation procedure for the Food Services Supervisor, the Facilities Coordinator and Custodians needs to be implemented.

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

Create and implement an evaluation procedure for the Food Services Supervisor, the Facilities Coordinator and the Custodians for the May/June 2024 evaluation cycle.

**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:**

[Director's Survey](#)

**Comments:**

The center is managed very effectively by a four person team consisting of the Director, Chief Business Officer, Health and Safety Coordinator and an Educational Services Coordinator. This team allows complete coverage of administrative tasks while spending time in the classroom. The Health and Safety Coordinator and Educational Services Coordinator work 50% of their hours in administration and 50% of their hours in classroom ratio as teachers covering plan time, staff breaks, illness, vacation and other staffing needs.

**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:**

- [Schedules October and November 2023](#)

**Comments:** The lead teacher and assistant teacher each receive weekly paid plan time away from the responsibility of the children. Lead teachers receive 2 hours per week and assistant teachers receive 1.5 hours per week. If this time is missed due to staffing shortages in a given week we attempt to make it up in future weeks.

**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:**

- [Staff on Duty board](#)
- [Two Way Radios to support communication of needs or emergencies](#)
- [Staff break room can be viewed at visit](#)

**Comments:**

Staff have a separate teacher (out of the classroom) work room and a separate fully equipped lunch room. There are also additional rooms within the school and church that staff can utilize for breaks, plan time, meditation, breast feeding etc. Adult/public restrooms are located in both the school and church. Staff are encouraged to ask for help as needed and to take breaks when there is a high stress situation. Generally there is a coordinator or director that is "the staff on duty" to respond to classroom concerns and offer breaks to staff when needed due to stress.

**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:**

- [Annual DHS training form](#)
- [Employee Handbook](#) Page 34 and 35- Section 8.3 and 8.4
- [ECC Calendar](#)

**Comments:**

The Department of Human Services Licensing division requires 24 hours of training per year for staff working 20+ hours/week and 12 hours for under 20 hours. The ECC closes annually in March and in August or September before labor day for teacher training and prep days. All staff are members of the Minnesota Develop tool that provides in person and online training for early childhood educators.

**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:**

- [Board Agendas and Meeting Minutes](#)- list goals that are reviewed for progress and completion at meetings
- [NLSA 2023 Action Plan](#)
- [Surveys](#) - provide information from all program stakeholders

**Comments:**

The Director along with the management team, present any needs with explanation to the board on a monthly and annual basis. The board evaluates the needs in terms of program mission fulfillment and budget guidelines then approves, places on hold for later approval or returns for further evaluation by the Director. These needs, if not able to be provided currently, are accumulated and submitted as part of the budgeting process.

Budgetarily the school is evaluated based on capacity utilization and a number of financial parameters. As an example, one such parameter is that the expenditure of salaries and benefits are no more than 85% of tuition revenues.

Effectiveness of the ECC program in regards to the successful development of each child's spiritual, cognitive, physical, emotional and creative growth is evaluated through child assessments, feedback from ECC families, church and community members, MN DHS, community kindergarten program teachers and administrators and ECC staff. Bloomington public school teachers have consistently reported that our children are beyond kindergarten ready.

**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:**

- [Board Agendas and Meeting Minutes](#)- list goals that are reviewed at meetings
- [NLSA 2023 Action Plan](#)
- [Surveys](#) - provide information from all program stakeholders

**Comments:**

The ECC Board uses all information provided by the comprehensive needs assessment process to inform our school-wide, long-term, systematic planning where a vision and goals for the near and long term future of the school are determined. This systematic planning is part of our monthly ECC Board meetings to assess progress, resolve issues and assign action items to individuals with dates for completion.

**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:**

- [Board Agendas and Meeting Minutes](#)- list goals that are reviewed at meetings
- [NLSA 2023 Action Plan](#)

**Comments:**

At monthly board meetings throughout the year, the ECC board reviews, assesses progress and updates the short and long range goals in accordance with the vision and mission. The ECC Board shares and reviews with the church council the school vision, mission and short and long term goals.

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

**3A:23: The governing authority communicates staff and parent grievances 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:**

- [Parent Handbookk- Page 15](#)
- [Employee Handbook- Page 29](#)
- [HCCC Policies and Procedures/Rule 3- Section 7 page 1](#)
- [Board of Early Childhood Center \(ECC\)Policy Manual](#)

**Comments:**

The grievance and due process resolution procedures are provided in writing to parents and staff through the Parent Handbook and or Employee Handbook upon enrollment of their child and or first day of employment. The Parent Handbook is reviewed with parents at time of enrollment and as needed throughout the time their child is enrolled. The Employee Handbook is reviewed with employees during their initial training/orientation in the first two weeks of employment and throughout their employment as needed and regularly at monthly staff meetings.

**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:**

- [Board of Early Childhood Center \(ECC\) Policy Manual](#) - Pages 5, 6, 7, and 8

**Comments:**

All members of the ECC Board and Holy Emmanuel Lutheran Church Council actively serve as advocates for the early childhood program in a variety of ways including, regularly volunteering their time, talents and resources at:

- Board meetings
- Community events (ie. Tuesday Night Classic Car Club, Family Game Nights)
- Fundraising events (ie. Harvest Festival, Community Corn Stand, Butter Braids, Annual Classic Car Show)
- School events (ie. volunteer work nights, teacher appreciation week, staff Christmas party and summer picnic, student graduation ceremony, Family Winter Luau, Family Drop Off Breakfast. Fathers Day Dads and Donuts Breakfast, Mothers Day Mom's and Muffins Breakfast)
- Staff "Call" process
- Marketing and community communication
- NLSA accreditation process

ECC Board members, prior to and during their orientation, are made aware of their advocacy responsibilities to the ECC. The ECC Board annually reviews board member responsibility as noted in the ECC Board Manual.

**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:**

- [Board of Early Childhood Center \(ECC\) Policy Manual - Page 6, #9](#)

**Comments:**

The ECC Board works with the Director to develop the annual budget in a timely manner, so as to have the budget reviewed and approved by the ECC Board and church council by the October church voters meeting. The board works with the ECC Director in determining and setting projections for all revenues and expenditures for a balanced budget. The ECC board assists in determining the need for and approving major expenditures that occur outside the budget, approves salary increases, has a voice in establishing the church/center employee benefits, and approves any tuition increases. The Director establishes a draft of the annual budget that is then approved by the ECC Board, church council and finally the church voter's assembly.

**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:**

- [Board of Early Childhood Center \(ECC\) Policy Manual- Page 6, #9](#)
- [Board Reports](#)
- [Council Reports](#)

**Comments:**

The ECC Director, ECC board, church finance committee, and church council work together to adhere to sound financial practices and coordinate the financial plan for the ECC in the church’s overall financial plan.

Following is the process for annual budget approval:

- The ECC Director develops and presents to the ECC Board, a rough draft budget after discussing all financial issues with the ECC Board and church finance committee, including:
  - Employee increase recommendations after performance reviews
  - Health and other benefit recommendations
  - Tuition increase recommendations
  - Other revenue generating recommendations
  - Fixed and other expenditure projections
- The ECC Board and Director review the rough draft budget and the Director makes any adjustments approved by the ECC Board and church finance committee.
- Once the budget is approved by the ECC Board and church finance committee it goes to the church council for review and approval. Adjustments are made by the Director at the direction of the church council if required. Once approved by the church council the final budget goes to the congregation for passage at the October voters meeting.
- The final budget passed at the voters meeting is then used by the Director and ECC Board to inform operational decisions and efforts in the coming year.

**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:**

- [Board of Early Childhood Center \(ECC\) Policy Manual](#)- Page 6, #'s 3, 5, 9, 10, 11
- [Board Reports](#)

**Comments:**

In preparation of the budget, the ECC Director and Board develop revenue sources (tuition, fundraising, community events) and expenditures (Christian teachers and staff, Christian faith based curriculum, Christian faith based learning materials) that are in service of the schools Christ centered philosophy and student growth in a Christ centered personal life foundation in all developmental areas. The Director and ECC Board monitor these revenue sources and expenditures in the monthly board meetings with a focus on ensuring they are in service of the school vision, mission, philosophy and promoting student growth in a Christ centered life.

**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:**

- [Current Salary Range Guides](#)
- [Email from District Office regarding salaries](#)

**Comments:**

Open Arms continues to make significant strides in employee compensation to remain at or above the area average for early childhood education. The Minnesota South District of the LCMS is currently creating compensation guidelines for early childhood education. These guidelines were not available as of the end of 2023 (see email response from district office). Salaries are reviewed and increases given annually with a January 1st effective date.

**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:**

- [Employee Handbook](#)
- 2024 information from Concordia Plan Services will be available at visit.

**Comments:**

Holy Emmanuel and Open Arms provide a comprehensive benefit package for employees from Concordia Plan Services that meet and exceed state and federal regulations.

**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:**

- [Liability Insurance Policy](#)

**Comments:**

Liability insurance is reviewed and maintained through the Holy Emmanuel finance Department annually.

**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".

- A. Are the Required Responses complete? (YES / NO)
- B. Is the Required Evidence complete? (YES / NO)
- C. Are the Required Indicators of Success met? (YES / NO)
- D. Are ratings and comments provided for all REQUIRED and GENERAL Indicators of Success? (YES / NO)
- E. Are proposed actions provided for GENERAL Indicators of Success that are partially met or not presently met? (YES / NO)
- F. Based on evidence, what are the strengths of the school related to Standard 3, Section 3A?

The ECC Board and Administrative bodies provide a number strengths that aid in achieving the vision and mission of the school by Holy Emmanuel Lutheran church as follows:

- The ECC Board is an active decision making governing body that works effectively with the administration
- The vision and mission established by the church membership and council, ECC Board and administration
- Effective program assessment process as it relates to vision and mission
- Effective goal development and achievement process
- Effective communication and collaboration with all stakeholders
- Christian and working relationships with all stakeholders to advance vision and mission
- Clear and effective governing policies that are continually updated to meet changing needs and challenges
- Clearly defined roles for all board and administration members
- Effective needs assessment process and goal development and achievement
- Effective policies and policy manual that guide all board and administration efforts
- Adequate staffing that allows for each person to complete their job responsibilities
- Beautiful, well designed and equipped facility to carry out our vision and mission
- Opportunities for staff professional development
- Effective dispute resolution process for all stakeholders
- Very strong advocacy for the ECC among church members, ECC Board members and administration and staff and all other stakeholders
- Effective budgeting process and stewardship efforts

G. 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.

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

Descriptions for the Facilities Maintenance Coordinator are completed and need to be reviewed and approved by the ECC Board.

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

Add the director’s evaluation to the board calendar and complete annually in May or June when other evaluations are completed.

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

Create and implement an evaluation procedure for the Food Services Supervisor, the Facilities Coordinator and the Custodians for the May/June 2024 evaluation cycle.

H. What is the school’s rating for all Indicators of Success for Standard 3, Section 3A?

INDICATOR	RATING
3A:01*	2
3A:02	2
3A:03	2
3A:04	2
3A:05	2
3A:06	2
3A:07	2
3A:08	2
3A:09	2
3A:10	2
3A:11	2
3A:12	1
3A:13	1
3A:14	2
3A:15	1
3A:16	2
3A:17	2
3A:18	2
3A:19	2
3A:20	2
3A:21	2
3A:22	2
3A:23	2
3A:24	2
3A:25	2
3A:26	2
3A:27	2

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.

<b>3A:28</b>	2
<b>3A:29</b>	2
<b>3A:30</b>	2
<b>Total Points:</b>	57

<b>Total Number of Indicators Rated</b> (Subtract any Indicators marked as "N/A" from total Indicators possible)	30
<b>Total Number of Points Possible</b> (Total Number of Indicators Rated x 2)	60

# 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.**

The director is an active member of Holy Emmanuel Lutheran Church and frequently takes a leadership role in a number of congregation events and projects including the following:

- Participates in monthly church council meetings providing a board report.
- Planning and executing annual church and school events including the Church and school calls, Annual Harvest Festival, Car Club, Corn Stand, Game Nights. Supports and informs special ad hoc committees as needed (i.e. Navigator Committee, Properties, Finance, website, social media)

The director has participated in the following leadership opportunities in community and professional organizations;

- Professional membership in Lutheran Education Association (Member Number 48807)
- Networking events with other area early childhood education program directors.
- Member of NLSA validation teams in 2023
- Informs government and private organizations related to the childcare field

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



The director has been in her role for over 7 years and continues to strengthen the organization's operational procedures, the programs curriculum offerings for students, and relationships in the Bloomington community and with immediate stakeholders.

In the past 3 years the director has successfully led Open Arms through the following significant changes that have impacted the center's daily operations, increased staff retention, secured significant facility upgrades, and solidified a stronger, more complete budget as follows:

- Adding the positions of Health and Safety Coordinator and Educational Support Coordinator
- The STEAM program was added to support teachers and students
- Implementation of One in Christ Curriculum
- Provided more options for employees health care by offering high deductible plans that include HSA accounts and a medical stipend for employees who opt out of the health insurance benefit.
- Significant Changes were made to the Employee Tuition Discount Benefit. In 2022, when we found there was a very competitive hiring market, Open Arms increased the full-time employee tuition discount. The new policy provides that a full-time employee receives a 100% discount for the first child in care and a 75% discount for their second child in care. This tuition discount may be reduced if the employee does not remain within the PTO guidelines.
- Increased number of days in the employees PTO policy
- Added a merit based bonus system
- In the spring of 2023 Open Arms and Holy Emmanuel hired a full time Facilities Coordinator to oversee the care and maintenance of the buildings and grounds.
- New HVAC units were installed for the school
- Updated Security System and controlled access
- New Fire Panel, smoke detectors, and alarm system
- Purchased new educational furniture for the classrooms
- Replaced carpet in the classrooms and muscle room
- We are in the process of refurbishing all classrooms with new paint and new wall panels to help maintain the cleanliness and hygiene of each classroom.
- Coordinated with our professional accountants to develop a more through budget

## 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)

- [Director's Profile](#)

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

- [Directors Qualifications](#)

**Administrator proof of early childhood coursework**

- [Transcripts](#)

[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**

- [DHS Licensing Required Training](#)
- [Open Arms Training and Orientation](#)

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

- [Parent Handbook - Page 6](#)
- [Open Arms Childcare Center Program Plans- Page 2](#)
- [9503.0040 STAFF RATIOS AND GROUP SIZE.](#)

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

- [Center Staffing Patterns](#)
- [Schedules](#)
- [Classroom Profiles](#)

X

[Enrollment materials](#) (i.e. written admission procedures, waiting list process)

X

[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:**

- Member of Holy Emmanuel Lutheran Church
- Director leads staff meeting with prayer and devotion
  - [January 2024](#)
  - [Annual Staff Meeting Plan](#)
- [Majority of career has taught in LCMS Lutheran schools](#)

**Comments:**

The director has 25 years experience in early childhood education. She is an active member of Holy Emmanuel Lutheran Church and puts the spiritual education of the children first. Her dedication to this program, staff, children, parents, church and governing board is exceptional.

## 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:**

- [Policies and Procedures](#)

**Comments:**

The director meets with the ECC board monthly and provides updated policies for the board's approval when changes are required. The director updates parent and employee manuals with new approved policies from the ECC board and secures their implementation with all staff and parents through training and various points of communication (i.e. email, flyers and in-person communications) with follow-up as needed.

**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:**

- [Director Profile and Qualification](#)

**Comments:**

The director meets and exceeds the DHS education and experience requirements for the director position.

**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:**

- [Director Profile and Qualification](#)

**Comments:**

- The director has a BS in Early Childhood and Family Education from Crown College, MN
- Minnesota State Teaching License in Early Childhood and Family Education
- Completed the NAEYC Director Credential through Eager to Learn, MN

**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:**

Member of Holy Emmanuel Lutheran Church

**Comments:**

The director is a member of Holy Emmanuel Lutheran Church. The director is a leader in church and center sponsored events. The director contributes at monthly church council meetings and various church committees.

**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:**

[Dawn Regan Annual Training Form](#)

**Comments:**

The director exceeds the required training annually each year, selecting training that supports coaching the teachers in the classroom, center management and operations.

**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:**

- [NLSA Validation team](#)
- [District Trainings](#)

**Comments:**

The director is active in the Minnesota South District attending training and participating in NLSA validation teams.

**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:

- [Statistical Report](#)

Comments:

The director has submitted the statistical report annually for the past 7 years.

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:**

- [LEA Membership](#)
- Develop Tool MN membership

**Comments:**

The director is a member of LEA and has attended the administrators conference. The director shares devotionals and training information with staff from the LEA.

**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:**

- [NLSA Validation Team Member Redeemer Lutheran](#)
- [District trainings](#)

**Comments:**

The director is on the MN south district early childhood email list and shares information with other directors. The director was on the NLSA validation team for Redeemer Preschool in Willmar and spent time with the Director's on the team sharing experiences and ideas for their centers. Director engages other early childhood educational professionals on a regular bases, both professionally and socially

**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:**

- Director and Pastor attend ECC Board and church council meetings monthly
- [Board Meeting Agendas and Notes](#)
- Director and Pastor meet as needed throughout the year

**Comments:**

The pastor's door is always open for the director to come and discuss any concerns as well as the Director's door is always open to the Pastor.. The pastor supports the ECC through attending ECC board meetings, and events.

**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:**

- [Staff Profiles](#)
- [Staff Devotions and Prayer Requests](#)
- [Annual staff meeting and training plan](#)

**Comments:**

The director ensures there are weekly chapel services for staff and children. The children are also provided an opportunity to sing in church on a quarterly basis. The director provides devotions and prayer for each staff meeting, when staff or parents are in need of prayer, and at other appropriate times. The director brings scripture to discussions and decision making with the ECC board and staff.

**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:**

[Job Descriptions](#)

[Organization Chart](#)

**Comments:**

The Director defines levels of responsibility and accountability for all support staff through review of job descriptions, as needed weekly/monthly meetings and annual reviews.

**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**

<input checked="" type="checkbox"/> <b>Met in Full (2)</b>	<input type="checkbox"/> <b>Partially Met (1)</b>	<input type="checkbox"/> <b>Not Presently Met (0)</b>
------------------------------------------------------------	---------------------------------------------------	-------------------------------------------------------

---

**List supporting evidence or practices:**

- [DHS Licensing Required Training](#)
- [Open Arms Training and Orientation](#)

**Comments:**

New employees complete the above DHS required training and training specific to Open Arms prior to working with the children.

**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:**

- [Picture of white board](#) staff can write name on if they want to meet with Director
- Staff meetings on [calendar](#)
- [Weekly classroom review](#) form staff are able to request meeting

**Comments:**

The director is available to staff throughout each week and staff are encouraged and welcomed to come to the director with concerns or questions.

**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:**

- [Employee Evaluations](#)
- [Weekly classroom review](#)

**Comments:**

Each staff person has a formal evaluation with the director. Observations of staff are conducted by the director weekly throughout the year.

**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:**

[Annual Training Records](#)

[Center annual training plan](#)

**Comments:**

Professional development needs for each staff member are met through center staff meetings/training days and training through the Develop Tool MN. The director and educational services coordinator prepare staff meetings and training topics based on observations of individual employees and classrooms and also assist staff in selecting training topics through Develop Tool MN that helps them grow in their profession. The director ensures each staff member completes DHS requirements for orientation and annual training.

**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:**

- [Employee File forms](#)
- Employee Files available for review during validation team visit

**Comments:**

Employee files are located in a locked file cabinet in the director's office. Each file includes all required human resources documentation and DHS requirements for staff files including training information.

**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:**

- [Toddler Curriculum Sample](#)
- [Preschool Curriculum Sample](#)
- [Infant curriculum/activities](#)
- [Resources](#)
- [Children's and curriculum library](#)
- [Infant Letters](#)

**Comments:**

The Educational Services Coordinator provides oversight for curriculum and reviews each classroom's curriculum monthly to ensure that it meets the early childhood learning domains.

**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:**

- All Staff have a Develop ID- available for review at time of visit
- [Annual staff meeting and training plan](#)
- [Training with local author and educator](#)
- [Annual Training records](#)
- [Orientation](#)

**Comments:**

In addition to annual training/conferences, staff are provided support and encouraged to avail themselves of many professional development/training activities including local training and training listed on Develop. Local trainings are often posted in the break room for staff to attend.

**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:**

- [Newsletter with handbooks attached](#)
- [Staff meetings with review of policies](#)

**Comments:**

The director reviews and updates both parent and employee manuals and all required manuals in accordance with licensing and center policies. The board approves changes to policy manuals and these changes are shared with staff and families as applicable

**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:**

[Director Job Description](#)

**Comments:**

The director reviews and approves all printed public relations and marketing materials. In addition, the director reviews and updates the ECC web site, Facebook page and social media sites.

**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:**

- [Annual Staff meeting and training schedule](#)
- [Newsletter with handbooks attached](#)

**Comments:**

The director meets with the ECC board monthly and provides updated policies for the board's approval when changes are required. The director updates parent and employee manuals with new approved policies from the ECC board and secures their implementation with all staff and parents through training and various points of communication (i.e. email, flyers and in-person communications) with follow-up as needed.

**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:**

- [Board of Early Childhood Center \(ECC\)Policy Manual- Page 6, #9](#)
- [Great Start Compensation Grant Award Announcement- Receive Each Month](#)
- [Harvest Festival, corn stand, Butter Braids and Car Club/Show Fundraisers](#)

**Comments:**

The director manages the approved budget as follows:

1. Maintains center expenditures within monthly budgetary limits
2. Works to maintain adequate capacity on a monthly basis to produce monthly budgeted revenues
3. Maintain the established 85% of budget guidelines for staff compensation expenditures.
4. Works to raise budgeted fundraising dollars annually

**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:**

[Rule 3 Health and Safety Policies from Health Consultant](#)

[Collaboration with emergency officials for emergency plan](#)

[Emergency Plan](#)

**Comments:**

The center contracts with health consultants that create and update procedures in accordance with Minnesota Community Health Policies and DHS. The director coordinates and implements these procedures with the Health and Safety Coordinator on a daily basis (See job description for Health and Safety Coordinator).

**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**

<b>GROUP</b>	<b>MAXIMUM</b>	<b>GROUP SIZE</b>
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:**

- [Center Staffing Patterns](#)
- [Parent Handbook- Page 6](#)
- [Open Arms Childcare Center Program Plans- Page 2](#)
- [9503.0040 STAFF RATIOS AND GROUP SIZE.](#)
- [Classroom Profiles](#)
- [Schedules](#)

**Comments:**

The director completes a weekly schedule for all staff ensuring that group size and ratio of children to staff meet or exceed DHS licensing standards

**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:**

[Parent Handbook](#)

[Enrollment Policy](#)

**Comments:**

The director admits students in accordance with state licensing policies for nondiscrimination and center policies.

**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:**

[Job Descriptions](#)

[Lead Staff on Duty Board](#)

**Comments:**

In the absence the director, the health and safety coordinator and educational services coordinator are responsible for the center operations. In the event they are absent as well, the lead teachers are qualified to lead the center operations. There is a board at the front desk that documents the lead staff on duty.

**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".

- A. Are the Required Responses complete? (YES / NO)
- B. Is the Required Evidence complete? (YES / NO)
- C. Are the Required Indicators of Success met? (YES / NO)
- D. Are ratings and comments provided for all REQUIRED and GENERAL Indicators of Success? (YES / NO)
- E. Are proposed actions provided for GENERAL Indicators of Success that are partially met or not presently met? (YES / NO)
- F. Based on evidence, what are the strengths of the school related to Standard 3, Section 3B?

The director is intimately involved in a number of capacities within the church and community early childhood education field. She both informs this community and solicits them to assist in the growth of the field for the benefit the children, our church, school and greater community as follows:

- The Director has a strong Christian faith that she walks everyday and lives in all her efforts in all areas of her life.
- The Director, through her faith, steeped in the Lutheran LCMS teachings, assures and provides for a Christ centered program that is in keeping with the Lutheran LCMS education.
- Due to the Directors education and extensive experience (over 25 year in early childhood education, 15 of which have been in the Lutheran education system) she has been successful in effecting needed change that have strengthened the ECC program for the children, families and staff that achieves the vision and mission set out for the program by the church.
- The Director has an effective working relationship with church and school governing bodies, church members, ECC families and community stakeholders.
- The Director possesses a strong commitment too and follow through on continuing her education and development of skills in the child development field.
- The Director's commitment of support to and involvement in professional organizations in the early childhood education field.
- The Director's commitment to and persistence in receiving and providing spiritual leadership to staff, families and the greater community.
- The Director's commitment to a high level of support for all staff, families and stakeholders.
- The Director's commitment to excellence in all her daily program management efforts.
- The Director's commitment to effective financial stewardship

Over the past 7 years the director has successfully led the school through a program rebuild and the negative impacts of the pandemic. The program continues to thrive with dedicated Christian educators and achieve the vision and mission set by Holy Emmanuel Lutheran Church.

**G. 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.**

NA

**H. What is the school’s rating for all Indicators of Success for Standard 3, Section 3B?**

INDICATOR	RATING
3B:31*	2
3B:32	2
3B:33	2
3B:34	2
3B:35	2
3B:36	2
3B:37	2
3B:38	2
3B:39	2
3B:40	2
3B:41	2
3B:42	2
3B:43	2
3B:44	2
3B:45	2
3B:46	2
3B:47	2
3B:48	2
3B:49	2
3B:50	2
3B:51	2
3B:52	2
3B:53	2
3B:54	2
3B:55	2
3B:56	2
3B:57	2
3B:58	2
<b>Total Points:</b>	<b>56</b>

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.

<b>Total Number of Indicators Rated</b> (Subtract any Indicators	28
---------------------------------------------------------------------	----

marked as "N/A" from total Indicators possible)	
<b>Total Number of Points Possible</b> (Total Number of Indicators Rated x 2)	56

## 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)**

- [Salary Scale](#)
- [Employee Handbook](#) (pages 11-19)
  - Includes information on the following:
  - Health Care
  - PTO (Vacation and Sick leave)
  - Bereavement Leave
  - Tuition Discount
  - Concordia Retirement
  - CDA tuition assistance
- [2024 Benefits Letter](#)

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

- **Significant Changes in Medical Insurance**  
In the past 3 years, we added high deductible health plans with HSA accounts. These changes were made in 2022 and 2023 to encourage employees to save for their medical needs and start using HSA accounts. Holy Emmanuel deposited a monthly benefit into their HSA account. In 2024 to encourage employees to start saving their own income for medical expenses Holy Emmanuel is matching up to \$100 per month that the employees set aside in their HSA.
- **Created a medical stipend for individuals that opt out of health insurance.** This stipend has helped us be more competitive in hiring individuals that are not in need of health care.
- **Significant Changes in Employee Tuition Discount Benefit**  
In 2022, when we found there was a very competitive hiring market, Open Arms increased the full-time employee tuition discount. The new policy is that a full-time employee receives a 100%

discount for the first children and a 75% discount for their second and third child. This tuition discount may be reduced if the employee does not remain within the PTO guidelines.

- **Increased number of days in the employees PTO policy**
- **Offered employees qualified as aide assistance in completing their Child Development Credential.**

## 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.

X

- [Staff profiles](#) (Refer to *General Information About the School* section)

X

### Schedule of staff meetings and three meeting agendas

- [ECC Calendar](#)-Staff meetings are the third Thursday of the month for 9 months of the year.
- [Center Provided Professional Development Plan](#)
- [Meeting Agendas](#)

X

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

- Minnesota Department of Human Services [Rule 3 Orientation](#)
- [Open Arms Orientation](#)

X

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

- [Employee Handbook](#)
- [Job Descriptions](#)

X

### Current salary and benefit scale

- [Salary Scale](#)
- [Employee Handbook](#) (pages 11-19)
  - Includes information on the following:
    - Health Care
    - PTO (Vacation and Sick leave)
    - Bereavement Leave
    - Tuition Discount
    - Concordia Retirement
    - CDA tuition assistance
- [2024 Benefits Letter](#)

X

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

- [Center Professional Development Policy](#)
- [Annual DHS licensing training form](#)
- [Calendar with staff meeting/training dates](#)

- [Center Provided Professional Development Plan](#)

X

[Staff Survey for Teachers and Assistant Teachers Summary](#)

X

[Support Staff Survey for Non-Teaching Members Summary](#)

X

[Employee Handbook](#)

X

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

- [Employee handbook](#)- Page 4
- [Job Descriptions](#)

## 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:**

[Employee Handbook](#)- page 4

**Comments:**

Every staff member reads and signs the employee handbook during orientation and annually. The handbook includes the school mission statement.



**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:**

- [Employee handbook](#)- Page 7
- [Child Care Centers Background Study Worksheet: Is a background study required? \(state.mn.us\)](#)

**Comments:** During orientation and every 5 years, Minnesota Department of Human Services requires a background check. All Staff are required to pass background checks in accordance with MN State Laws prior to interaction with children

## 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:**

- [Staff profiles](#)
- [PIF forms available in employee files](#)- These forms explain the requirements for lead teacher

Transcripts available in employee files

**Comments:**

The Lead Teachers at Open Arms meet and exceed the requirements of the state of Minnesota to be lead teacher qualified

**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:**

The state of Minnesota requires teachers to be a member of Develop- the state professional development organization

- [Develop Organization logins and passwords](#)
- [DevelopTool MN](#)

**Comments:**

All teaching staff have a membership in the Minnesota Department of Human Services Develop Professional Organization. Staff complete required Minnesota training through Develop.

**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:**

- [Staff profiles](#)
- Employee Files available for review at time of visit
- [PIF forms available in employee files](#)- These forms explain the requirements for assistant teacher
- Transcripts available in employee files

**Comments:**

The assistant teachers meet and exceed the qualification requirements for Minnesota state licensing.

**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:**

- [Center Professional Development Policy](#)
- [Annual DHS licensing training form](#)
- [Calendar with staff meeting/training dates](#)
- [Center Provided Professional Development Plan](#)

**Comments:**

In accordance with state licensing requirements all full-time staff that work with children complete 24 hours of continuing education annually, and part time staff complete 12 hours annually.

**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:**

- [Job Descriptions](#)
- [Schedules](#)

**Comments:**

Each classroom typically has a lead teacher and an assistant teacher that are the primary caregivers in that classroom. Turtles and Koalas due to licensing ratio requirements also have an aide when their classroom enrollment is full. There is a team of float staff members that work in all classrooms when teachers are on break, plan time or PTO.

Our staff is intentional about getting to know each child they work with and make it a top priority to immediately build a strong, close and effective one on one relationship with each child in their care. Each staff member works every day to continually build upon and strengthen those relationships as a means of maximizing each child's success in developing to their highest potential.

**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:**

- [Employee Handbook](#)- page 4
- [Job Descriptions](#)

**Comments:**

- All staff members display a loving and Christ-like servant mentality towards all the children and one another. They do a great job at modeling this for the children.
- The staff members identify as Christian with a strong faith, many have a home church in which they are active in and attend regular worship services.
- Prayer, devotional reading, church membership and active involvement are promoted to all staff members by the administrative staff.
- Each staff member signs the employee handbook and a job description that includes a statement of Christian mission, vision, and values that they display while working at Open Arms.

**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:**

- [Employee Handbook](#)- page 4, 31 and final signature page

**Comments:**

The employee handbook is for Holy Emmanuel and Open Arms employees and was approved by the church council.

- Every staff member reads and signs the employee handbook upon hire. The handbook includes statements of Holy Emmanuel and Open Arms mission vision, values, and a code of conduct.
- Every staff member while at the ECC, commits to and holds themselves accountable to a high moral standard of conduct at all times.
- All staff members participate in prayer, devotions and discussions on the Christian faith at staff meetings and training sessions.

**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:**

- [Center Professional Development Policy](#)
- [Annual DHS licensing training form](#)
- [Calendar with staff meeting/training dates](#)
- [Center Professional Development Plan](#)

**Comments:**

All teaching staff (aides, assistant teacher, lead teachers) are required to attend the staff meetings and professional development days listed on the calendar and the center professional development plan.

**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:**

- [Staff surveys](#)

**Comments:**

Each staff member completed a staff survey in 2023.

**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:**

- [Employee Confidentiality Statement](#)
- [Employee Handbook](#)- page 32-33

**Comments:**

During orientation and at the annual review of the Employee Handbook, staff are trained on the confidentiality policy. Respecting the confidentiality of our students and staff is a high priority to which each staff member adheres.

**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:**

- [Staff profiles](#)
- [Employee Handbook](#)- page 4

**Comments:**

- All staff members display a loving and Christ-like servant mentality towards all the children and one another. They do a great job at modeling this for the children.
- During orientation and at staff meetings the mission and vision are reviewed with an emphasis on each teacher's role in "feeding his lambs" in John 21:15.
- Prayer, devotional readings, church membership and active involvement are promoted to all staff members by the administrative staff.
- Staff members show commitment to the mission and ministry of the school through attending family nights, graduation, church services when children sing, and special ECC events.
- Each staff member signs the handbook that includes a statement of Christian mission, vision, and values that they display while working at Open Arms.

**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:**

- [Calendar with staff meeting/training dates](#)
- [Center Professional Development Plan](#)
- [Classroom Friday Review Google Form](#)

**Comments:**

The director and teaching team meet together on a regular basis for staff meetings as a group and as needed for 1:1 sessions. The director's door is open to teachers to come and talk as needed; there is a board outside her door to sign up to meet with her and there is a Classroom Friday Review google form classrooms complete weekly and can request a meeting with the director.

**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".

- A. Are the Required Responses complete? (YES / NO)
- B. Is the Required Evidence complete? (YES / NO)
- C. Are the Required Indicators of Success met? (YES / NO)
- D. Are ratings and comments provided for all REQUIRED and GENERAL Indicators of Success? (YES / NO)
- E. Are proposed actions provided for GENERAL Indicators of Success that are partially met or not presently met? (YES / NO)

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

The outstanding teaching staff are committed to the mission and purpose of Open Arms. They are committed to supporting the children and families with a Christ Center early childhood education. The school provides excellent staff meetings and professional development opportunities to foster communication and a high standard of excellence and the use of current best practices in early childhood education. The pastor and administration are committed to the mission of "feeding his lambs" John 21:15 which includes building and encouraging a foundation of faith in the children, families and staff.

**G. 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.**

**H. What is the school's rating for all Indicators of Success for Standard 4?**

INDICATOR	RATING
4:01*	2
4:02*	2
4:03	2
4:04	2
4:05	2
4:06	2
4:07	2
4:08	2
4:09	2

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

<b>4:10</b>	2
<b>4:11</b>	2
<b>4:12</b>	2
<b>4:13</b>	2
<b>4:14</b>	2
<b>Total Points:</b>	27

Applicable”, enter “N/A” and do not include in the Total Points.

<b>Total Number of Indicators Rated</b> <i>(Subtract any Indicators marked as “N/A” from total Indicators possible)</i>	14
<b>Total Number of Points Possible</b> <i>(Total Number of Indicators Rated x 2)</i>	28



## 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.**

Teachers and staff are trained to be positive role models so we can set a great example for our students. We are always concerned about safety for all children. If ongoing behavioral concerns occur, we first redirect behaviors. We provide immediate and related consequences for a child's unacceptable behavior. If a child conveys persistent unacceptable behavior, we consult with parents, staff and professionals when appropriate. In extreme cases, where a child's behavior threatens the wellbeing of others or destruction of property, we separate the student from the group. When there are continued behavioral or developmental concerns after speaking with the parent we use the following resources to refer children: Help Me Grow referral to public schools, and Center for Inclusive Childcare. Open Arms makes every effort to meet the needs of all children but there are times that we are unable to meet the needs of some children and we work with the parents to help them find a program that will meet their needs.

- [Rule 3 Health and Safety Policy](#)- Behavior Guidance Policy Page- Page 1 and IDEA ACT Page 55
- [Tucker the Turtle](#)

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

We are continuing to use outside resources such as in person and virtual coaching sessions with CICC (Center for Inclusive Child Care). In addition to CICC, we have used a new school district program called

ECFE for One (Early Childhood Family Education). In 2023 we scheduled a visit and training on behavior guidance with local author Hillary Podritz

ECFE for One offers free appointments to talk with a licensed educator about parenting or teaching children ages 0-5. ECFE gives an opportunity for parents or educators to ask questions, get new ideas, learn about resources and to help create a plan that will fit with each individual family's needs.

Hillary Podritz – Author of “Making Good Choices at School ” visited our school and worked with the children, teachers and parents to guide us in helping the children make the best choices they can make. Her goal is to remove the concept and labeling of “naughty” or “bad” when speaking to children about their decisions. Podritz spoke with our teachers about grabbing a simple can and dropping a piece of paper in the “bink” jar for making a positive, good choice (thumbs up) or the “bonk” jar (thumbs down) for a not so good choice. With the children, Podritz colored a green thumbs up picture and a red thumbs down picture to add to sticks so the children were able to actively follow along with the book. Podritz explained that by placing the power of choice in each child’s hands they are empowered when they make a good choice and neither defeated nor shamed when they make a poor choice. She emphasized there’s always another opportunity to make a good choice!

**List supporting evidence or practices:**

- [CICC \(Center for Inclusive Child Care\)](#)
- [ECFC \(Early Childhood Family Education\)](#)
- Hillary Podritz
- [Picture #1](#)
- [Picture #2](#)
- [Picture #3](#)

## 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.*

X

### **Early childhood discipline policy**

- [Rule 3 Health and Safety Policy-Behavior Guidance Policy: Page 1](#)

## 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

NO

**supporting evidence or practices:**

- [Jesus Time](#)
- [Lord's Prayer](#)
- [One in Christ Curriculum Outline and Chapel Service Guide](#)
- [Posters](#)
- [Meal Time Prayer](#)
- [Newsletter about faith curriculum activities and Picture of Pastor at Chapel](#)
- [Vacation Bible School](#)
- [Mission and Values](#)
- [Prayer Board](#)
- [Lesson Plan](#)
- [Staff Devotions](#)
- [Staff Meetings](#)

**Comments:**

- The teaching staff at Open Arms are, in part, brought to our team because of their Christ-like character, their Christian faith and their skill in relationship building. We strive to encourage others to have an understanding of what it is to live a Christ-centered life.
- Teachers at Open Arms build their curriculum around our Christ centered values and core personal values such as kindness, respect and acceptance of others. The children have "Jesus Time" every day in each classroom. The curriculum used is One in Christ Infant and Toddlers, One In Christ Preschool A and B, and Little Lambs.
- The teaching staff routinely begin each day with the children in prayer.
- The children attend chapel each Tuesday. Pastor Paul Krentz visits their classroom for chapel on 1st, 3rd and 5th Tuesday of each month. The 2nd and 4th Tuesday of the month, children visit the Holy Emmanuel Sanctuary and the teachers and center director lead the chapel.
- Staff and children say grace before each meal (breakfast, lunch and snack).
- In our Community Connection Newsletter, pastor shares articles to encourage families their faith
- Pastor greets families once a week at drop off time.
- Pastor offers faith fundamental classes to families and staff

**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:**

- [Rule 3 Health and Safety Policy- Behavior Guidance Policy Page- Page 1 and IDEA ACT Page 55](#)
- [Tucker the Turtle](#)
- [Hillary Podritz](#)
- [Picture #1](#)
- [Picture #2](#)
- [Picture #3](#)

**Staff members follow the established written procedure for protecting student's personal rights. Students are free from:**

- corporal or unusual punishment**
- infliction of pain**
- placed in any restraining device (except a supportive restraint approved in advance by parents)**
- humiliation**
- hostile threats**
- intimidation**
- coercion**
- mental abuse**
- other actions of punitive nature including but not limited to interference with daily living functions (including eating, sleeping, or toileting; or withholding of shelter, clothing, medication, or aids to physical functioning)**

**Comments:**

- All staff have been trained prior to working with children and then annually on Open Arms written procedures in regards to protecting every child's personal rights. Making sure they are at all times free from any behavior that could be deemed punitive or detrimental to their health, general well being and natural development.
- All staff establish boundaries of discipline that are inline with Open Arms policy and protect every child from any kind of punishment that is physical or demeaning towards others.
- The program director and coordinators monitor staff daily to ensure that all Open Arms policy and guidelines are being adhered to at all times and retrain as is appropriate.

## 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:**

- [Family Pictures](#)
- [Children's Birthdays](#)
- [Core Values](#)
- [Prayer Board](#)

**Comments:**

Following are statements of fact in support of the above noted rating for this standard:

- Every morning each parent is greeted by name, we ask about their day and about their child.
- Every child is welcomed with smiles and a hello, they are encouraged to come in and play with their friends and engage in the morning activities.
- Parents and families are invited to contact us through the Procure App, by phone, email or in person with any questions or concerns They are encouraged to share ideas that will strengthen our program
- Parents and other family members such as grandparents are encouraged to come and spend time at the facility engaging with the children.
- Children are engaged in conversations, play and structured activities throughout the day. Staff help them see and feel their value as Christians as well as loved and respected members of the community and as Christians as well.

**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:**

- [One in Christ Curriculum Outline and Chapel Service Guide](#)
- [Tucker the Turtle](#)
- [Core Values](#)
- [Making Good Choices at School](#)
- [Preschool Classrooms have a calming cube with calming books and activities](#)

**Comments:**

- Teachers at Open Arms build their curriculum around our Christ centered values and core personal values such as kindness, respect and acceptance of others. The teaching staff routinely begin each day with the children in prayer and discussions about the prayers they are reciting and the focus of their prayers.
- Teachers model love and forgiveness with children. They help children grow a relationship with Jesus. They ask the question of "What would Jesus do?"

**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:**

- [Classroom Helper Board](#)
- [Sign language](#)
- [Classroom Circle Time Rules](#)
- [Circle Time Photo](#)
- [Tucker the Turtle](#)
- [Playground Rules Poster](#)
- [Whole Body Listening](#)
- [Step By Step Poster for winter outside dressing](#)
- [Handwashing Poster](#)

**Comments:**

- Teachers, through example and consistent daily routines of prayer and Bible story reading, encourage and assist children in developing these practices for a lifetime. Teachers assist children in becoming independent with self-care tasks such as putting on coats and shoes. They also teach skills that support the community and their family ,like cleaning up after themselves, putting their belongings in the proper places and assisting teachers in classroom jobs. Teachers assist the children to become self-reliant in their personal hygiene skills and habits.
- After meals, children assist with cleaning up their area and use brooms and rags to assist with cleaning.
- The teachers utilize a Classroom Helper Board that informs each child what their daily responsibilities are in the classroom. Responsibilities are rotated throughout the year so each child has the opportunity to become confident with each task and in using the different tools to complete tasks.
- The infant and young toddler classrooms encourage independent language and communication with the use of sign language.
- Whole body listening pictures assist children in becoming independent at circle time
- Transition songs are used to alert children to clean up, line up, walk quietly in the hall, or use their listening ears during story or instruction time.
- Tucker the Turtle story and pictures are used to help children learn self-regulation.

**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:**

- [Evidence Photo 1](#)
- [Evidence Photo 2](#)
- [Evidence Photo 3](#)
- [Video](#)

**Comments:**

Following are statements supporting observations regarding the rating for this standard:

- All staff take pride in building loving and trusting relationships with each child by getting down to their level talking and listening to them, letting them lead conversations and having quality one on one time with each child.
- Children are taught sign language in both the infant and toddler stages to give them a means to express themselves. This aids in building relationships and successfully developing non-verbal communication prior to developing language skills.
- Staff spend the majority of their time, physically down on the children’s level, engaging them in singing, reading, playing, and working together on science, math, language and art activities.

**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:

- [In picture Miss Katelyn comforted a child during Jesus time in her lap that was sad](#)
- [Accident Report training](#): States providing comfort to injured child
- [Video](#) of child missing parents

Comments:

- When a child is sad or hurting, teachers sit and talk and listen to the child and let them know it is okay to be sad sometimes. This allows them to work through their feelings and offer hugs and genuine care until they feel better.
- When a child is injured we assist the child with gently cleaning their wound and/or offering ice if needed. We hold the child and if another child was involved in injuring the child we encourage the children to discuss their disagreement and then offer apologies, hugs or handshakes and forgiveness when appropriate.

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:**

[Good Morning Song](#)

[Video](#) of child in the morning having a hard time at arrival

[Video](#) of a teacher helping a parent and child at arrival

**Comments:**

- Teachers assist families in creating "goodbye" routines including singing a song, waving at the window etc.
- After parents depart, teachers assist the children in joining an activity in the classroom or holding them in their lap until they are comfortable and ready to join the activities of the day.
- During the morning drop off time teachers plan activities that help children become excited about coming to school.

**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:

- [Picture of community helper toys](#)
- [Boys and Girls Participating in Soccer Lessons](#)

Comments:

- Our teachers welcome and encourage all children, both boys and girls to participate in all activities throughout the day.
- Pictures and toys in the classroom include both sexes in a variety of roles.
- On any given day, you will see girls and boys dressing up, playing with dolls, or being firefighters.
- Teachers encourage children to explore all roles within the community. As an example, both boys and girls participate equally in dance and soccer lessons.

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:**

- [Modeling love](#)
- [Role Play Phone Conversation](#)
- [Teacher-Student Dramatic Play](#)

**Comments:**

- Teachers use kind encouraging words when interacting with children and adults, modeling love, acceptance and forgiveness to all children.
- Teachers model and promote positive social interactions by participating in dress up play with the children, creating role play scenarios that exhibit love, respect, support, kindness and caring towards others.
- Teachers assist children struggling with appropriate behavior, by discussing & teaching what positive interaction looks like then providing the child appropriate choices.

**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/guardians, 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:**

- [Procare Assessment](#)
- ["Help Me Grow"](#)
- [Bloomington Early Childhood Special Education](#)
- [ECFE for One](#)
- [Center For Inclusive Childcare](#)
- [Mental Health Consultation](#)

**Comments:**

- Teachers assess and observe children every day and involve the appropriate community resources when necessary.
- Staff are familiar with the "Help Me Grow" website which offers resources and provides opportunities for referrals if needed.
- Open Arms administration and teachers have a close relationship with Bloomington Early Childhood Special Education and work with them to meet the needs of children with special needs.
- Open Arms has had training and classroom observation done with Centers for Inclusive Child Care (CICC).

**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:**

- [Developmental History Forms](#)
- [Registration Form See Bottom of Page 2](#)
- [Family Pictures](#)
- [Children’s Birthdays](#)
- [Parents are invited to read books and share cultures or about their careers in the classroom](#)

**Comments:**

- Open Arms administration and Teachers and staff take great care to come to know and understand each child’s family’s culture, practices and language. All this begins by asking questions through the registration and enrollment process and continues daily both with each child and their family members.
- Family photos are posted in the classrooms.
- Teachers ask parents about traditions, cultures and invite parents to come in and visit classrooms. When or how do they ask?
- Children in the preschool rooms participate in sharing day where they can bring in items from home and share about their family and/or culture.
- Parents complete developmental history forms for their child prior to entering the infant, toddler and preschool department that include questions about the child and their families.
- Improvement could be made by using information provided by parents and incorporating it into the curriculum more effectively.

**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:**

- [Lunch Time](#)
- [Picture](#)

**Comments:**

- Teachers sit with kids after passing out their lunch or snack and they ask them questions about their day, their families, and other things about them.
- Throughout the day teachers take time for one on one and small group conversations, asking children about their family, what they did over the weekend and other topics that show interest in each child.

**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:**

- [Unto Us a Child is Born](#)
- [Prayer Board](#)
- [Hide and Seek Baby Jesus](#)
- [Jesus Time](#)
- [Video](#)
- [Video](#)
- [One in Christ Curriculum Outline and Chapel Service Guide](#)

**Comments:**

- Every classroom has Jesus time where Bible stories are read and personal faith applications are taught. The teachers share personal experiences from their life regarding their faith.
- Every Teacher prays before meals with the children
- Every Teacher includes Jesus and the Bible throughout the curriculum and lesson plans.
- Teachers model love and forgiveness with children and discuss a relationship with Jesus and how to ask themselves the question of "What would Jesus do?"

**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:

- [Tucker Turtle Takes Time to Think](#)

Comments:

- Teachers encourage children to solve problems by helping them use their words.
- Teachers discuss with children what Jesus would do and encourage them to offer apologies and forgiveness when appropriate.
- Teachers also use the "Tucker Turtle Takes Time to Think" approach to teach children problem solving and self-regulation skills.

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

**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 (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***

<input checked="" type="checkbox"/> Met in Full (2)	<input type="checkbox"/> Partially Met (1)	<input type="checkbox"/> Not Presently Met (0)
-----------------------------------------------------	--------------------------------------------	------------------------------------------------

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**List supporting evidence or practices:**

- [Rule 3](#) Behavior Guidance Policy Section I
- [Making Good Choices at School](#)
- [Tucker Turtle Takes Time to Think](#)

**Comments:**

Following are statements of fact that support the above noted rating for this standard:

- All staff have been trained prior to working with children and annually on Open Arms written procedures for positive behavior guidance and redirection.
- The program director and coordinators monitor staff daily to ensure that all Open Arms policy and guidelines are being adhered to at all times and retrain as is appropriate.

**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:**

Corporal or unusual punishment

Infliction of pain

Placement in any restraining device

Humiliation

Hostile threats

Intimidation

Coercion

Mental abuse

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:**

[Rule 3](#) Behavior Guidance Section I

**Comments:**

- All staff have been trained prior to working with children and annually on Open Arms written procedures in regards to protecting every child’s personal rights. They make sure children are at all times free from any behavior that could be deemed punitive or detrimental to their health, general well being and natural development.
- All staff establish boundaries of discipline that are in line with Open Arms policy and protect every child from any kind of punishment that is physical or demeaning towards others.
- The program director and coordinators monitor staff daily to ensure that all Open Arms policy and guidelines are being adhered to at all times and retrain as is appropriate.

**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:**

- [Rule 3](#) Behavior Guidance Policy Section I

**Comments:**

- We will inform parents/guardians in writing what behaviors have been observed and what the staff has done to try to modify the behavior.
- If the inappropriate behavior continues, the Center Director and teacher will meet with
  - parents/guardians to develop a written action plan to correct the behavior. We will seek their input and agree on steps to attempt to modify the behavior. We may suggest involving outside resources to assist with the situation.
- If the inappropriate behavior persists, the child will need to take a day or two of behavioral leave of absence on the next scheduled day/s of care. (Standard attendance rates apply during behavioral leaves).
- After returning to group care, if the child continues to act inappropriately, we may disenroll the child. We reserve the right to use these progressive guidance techniques at our discretion. It is our goal to work together for a positive outcome of behavior change. Circumstances may arise when we may immediately disenroll a child if his or her behavior creates a health or safety risk to themselves, other children, or the staff.

**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".

- A. Are the Required Responses complete? (YES / NO)
- B. Is the Required Evidence complete? (YES / NO)
- C. Are the Required Indicators of Success met? (YES / NO)
- D. Are ratings and comments provided for all REQUIRED and GENERAL Indicators of Success? (YES / NO)
- E. Are proposed actions provided for GENERAL Indicators of Success that are partially met or not presently met? (YES / NO)
- F. Based on evidence, what are the strengths of the school related to Standard 5?  
Open Arms teaching staff provide a nurturing, Christ-Center environment where children are welcomed and accepted as a child of God. Children are provided with a positive role model of respect and care for all people
- G. 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.
- H. What is the school's rating for all Indicators of Success for Standard 5?

INDICATOR	RATING
5:01*	2
5:02*	2
5:03	2
5:04	2
5:05	2
5:06	2
5:07	2
5:08	2
5:09	2
5:10	2
5:11	2
5:12	2
5:13	2
5:14	2

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.

<b>5:15</b>	2
<b>5:16</b>	2
<b>5:17</b>	2
<b>5:18</b>	2
<b>Total Points:</b>	36

<b>Total Number of Indicators Rated</b> <i>(Subtract any Indicators marked as "N/A" from total Indicators possible)</i>	18
<b>Total Number of Points Possible</b> <i>(Total Number of Indicators Rated x 2)</i>	36



## 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.**

- Randy Regan - CBO- Supervisor of Facilities Coordinator
- Chad Bjornson- Fulltime Church and ECC Facilities Coordinator
- Vern Endersen- Church Custodian and assists with grounds
- Tom Haas- Part Time Custodian
- Leo Haas- Substitute Custodian

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

- In the spring of 2023 Open Arms and Holy Emmanuel hired a full time Facilities Coordinator to oversee the care and maintenance of the building and grounds.
- New HVAC units were installed for the school
- Updated Security System and controlled access
- New Fire Panel, smoke detectors, and alarm system
- Purchased new educational furniture for the classrooms
- Replaced carpet in the classrooms and muscle room
- We are in the process of refurbishing all classrooms with new paint and new wall panels to help maintain the cleanliness and hygiene of the classroom.

## 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.

X

- [Floor plan of the early childhood facility, including indoor and outdoor areas and square footage of each area used by students](#)

X

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

Maintain grounds, facility, building systems and equipment by keeping it clean and in good repair.

The following is future plans for updating and maintaining our 27 year old facility;

- 2024 Seal Parking Lot
- 2024-2027 Continue to replace all windows in the ECC
- 2024-2027 Replace classroom doors that lead to outside
- 2025 Add side walk on west side of building from fence to front sidewalk and repair sidewalks
- 2025-2030 Replace cupboards and cubbies in all classrooms
- 2025-2030 Update Electric Panel

X

- [Daily, weekly and monthly cleaning / maintenance plan](#)- More detail can be seen in Coast app
- [Classroom Weekly Cleaning Checklist](#)

## 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:**

- [Licensing Corrective Action 2023](#)
- [City Business License](#)
- See Monthly Health Nurse Review of Rule 3 policies- See Binder at Visit
- [Childcare License](#)
- [Kitchen/Food Service](#)
- [Emergency Plan](#)
- [Collaboration with emergency officials for emergency plan](#)
- [Building Licenses](#)

**Comments:** Open Arms has a health nurse that visits monthly that completes checklists to ensure that we meet all rule 3 health and safety requirements. The Bloomington Health Department and Minnesota Department of Human Services licensing visits annually to ensure compliance with the health department and Minnesota Rule 3 licensing. When there is a violation it is corrected.

## 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:

- [Evidence of Christian Philosophy in Physical Environment](#)

Comments:

- All who visit the building are met with posters, signs, a T.V. monitor, children's art work, flyers, photos and brochures displaying the ECC's Christian philosophy.
- The center mission is displayed in the main entrance area, throughout the ECC facility and in each classroom.
- Each classroom is equipped with Christian themed books, toys and learning instruments and the toddler and preschool rooms all have mini childrens altars with Bibles.

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:**

- [Pictures of buildings and grounds](#)
- [Toddler playground and equipment is rated for children 6 months-2 years of age](#)
- [Preschool and school age equipment is rated for children 2 years-7 years of age](#)
- [Floor plan](#)
- [Cleaning and Maintenance Schedule](#)
- [Safety and playground checklist](#)
  - [https://drive.google.com/drive/folders/1wpwoMp3SGTkB66J7zfGON5502-cvD9b?usp=drive\\_link](https://drive.google.com/drive/folders/1wpwoMp3SGTkB66J7zfGON5502-cvD9b?usp=drive_link)
  - [https://drive.google.com/drive/folders/1ic-u4OSsN6r7RPnaAssjFYqQ9l\\_NdwZT?usp=drive\\_link](https://drive.google.com/drive/folders/1ic-u4OSsN6r7RPnaAssjFYqQ9l_NdwZT?usp=drive_link)

**Comments:**

- The Church and the ECC have a full time facilities coordinator that maintains the buildings and grounds. All buildings, grounds and equipment are maintained in a safe, clean, attractive and developmentally appropriate manner for the age and number of children. This is monitored by staff through the use of daily, weekly and monthly checklists.
- In 2017 both ECC playgrounds were replaced to meet new federal playground safety standards.
- The staff in each classroom complete weekly safety checklists for the classroom and playgrounds.
- Staff clean classrooms, classroom furniture and toys daily.
- Staff re-decorate classrooms and classroom doors regularly to keep them fresh, attractive and appropriately educational.
- Each morning prior to opening, the director or opening staff complete a safety checklist for the building and grounds.
- The ECC employs a custodian who maintains the cleanliness of the inside of the ECC facility.
- The ECC has a team of volunteers that maintain the ECC grounds.
- The ECC contracts with a snow removal service to remove snow and salt the parking areas including drop off and pick up areas.
- ECC staff maintain the cleanliness of the sidewalks and playgrounds including snow removal as appropriate from playgrounds and snow removal from facility exits and sidewalks and salting of sidewalks.

**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:**

- [Allergy and medical binder](#)
- [Tucker the turtle](#) to assist children with social and emotional behavior
- [Risk Reduction Plan- Allergies](#)
- [Rule 3 HCCC-Policies-and-Procedures](#) Section III. Health Policies – Page 14, Section VIII Policy Information for Parents– Page 3
- The building is one level- no stairs
- Open Arms partners with [CICC](#) and the school district through [Help me Grow Referrals](#) and [ECFE for One](#) to assist children with special needs

**Comments:**

Children with the need for special accommodation are admitted to Open Arms and reasonable accommodation is made to include all children and support their learning. The Open Arms facility is one level and accessible to individuals with mobility challenges. The following are current accommodations Open Arms is using to meet children's needs;

- Each classroom has an allergy and medical documentation binder that all staff review regularly to be familiar with each child's information and plan for accommodation.
- Each child with a food allergy's food is served on a red tray. As part of a child's plan with severe allergies in the toddler room she is served food in a high chair to ensure she does not come in contact with the food allergy.
- Any child with a known allergy must have an allergy action plan signed by their doctor and updated annually.
- Children with IEP have documentation and the teacher is part of the team that determines the support needed for the child.
- Open Arms partners with parents and local organizations to support children with special developmental needs including Center for Inclusive Childcare, ECFE for One and Help me Grow.

**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:**

- [Floor Plan](#)

**Comments:**

The maximum capacity for the center is 115 students. Each Classroom meets or exceeds the 35 square feet licensing requirement for space per child enrolled.

**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:

- [Classroom Cubbies](#)
- [Diaper Buckets](#)

Comments:

Each classroom has cubbies for each child. If there are part-time children and they are required to share a cubby with a child that is there on different days the cubby is cleaned and their items are stored in a bin until the day they return. We have also added storage bins for children that are part-time when needed.

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:**

Pictures of classrooms:

- [Infant](#)
- [Toddler](#)
- [Preschool](#)
- [Rule 3 MN Childcare Licensing](#)
  - Subp. 13. Room temperature. A minimum temperature of 68 degrees Fahrenheit must be maintained in indoor areas used by children.
  - Corporate Mechanical is the service provider for the HVAC system. Details regarding this service are available at the visit.

**Comments:**

- The classrooms are lit with fluorescent lights that provide adequate lighting for learning activities along with an abundance of natural light from windows.
- The turtle infant room has corded lights that are run on the outside walls to provide a softer light for the children.
- Window also allow for ventilation and each window that is opened has a screen
- The facility had a new HVAC system installed in 2021 that is maintained by the Facilities Coordinator and the service provider corporate mechanical. They ensure that the building maintains a comfortable temperature within licensing rule 3 requirements and is well ventilated.
- Temperature is kept at the required 68+ degrees through the summer and winter.

**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*

<input checked="" type="checkbox"/>	Met in Full (2)	<input type="checkbox"/>	Partially Met (1)	<input type="checkbox"/>	Not Presently Met (0)
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**List supporting evidence or practices:**

- [Infant](#)
- [Toddler](#)
- [Preschool](#)
- [Safety Checklist](#)
- [Risk Reduction Plan- Removal of damaged toys and equipment](#)
- [Rule 3 Equipment and furnishing requirements](#)
- [HCCC Rule 3 Policies and Procedures Manual](#)
  - Section II. Emergency and Accident Policies – Page 2
  - Section II. Emergency and Accident Policies, Page 4
  - Section II. Emergency and Accident Policies – Page 5

**Comments:**

- Each classroom completes a safety checklist that includes checking for the safety and sturdiness of all equipment and furniture.
- A grant was used to purchase new classroom shelving in 2022.
- Staff report to the health and safety coordinator any furniture or equipment in need of repair. Furniture that is unsafe due to needed repair or replacement is removed immediately.
- All furniture and equipment is checked for age appropriateness by the director prior to purchase and use in the classroom.
- Each toddler and infant classroom has a choke tube in the classroom to check that toys are appropriate in size to avoid choking.
- Teachers and coordinators regularly check the licensing equipment requirements to ensure each classroom has the correct educational activities and supplies required by licensing.

**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:**

- [Infant](#)
- [Toddler](#)
- [Preschool](#)
- [Picture of Closet](#)- There are 5 closets similar to this closet. There is equipment available for rotation.
- [HCCC Rule 3 Policies and Procedures Manual](#), Section I . Behavior Guidance – Page 1
- [Childcare Program Plan](#), Page 8 Provide for a variety of activities that require the use of varied equipment and materials
- [Lesson Plans](#)
- [Safety Checklist](#)- Includes toy rotation weekly

**Comments:**

- Teachers rotate some centers each week to create new learning experiences.
- Teachers rotate some learning materials and toys quarterly with the seasons and lesson plans.
- Shelves in classrooms are low with items organized and available for children to reach.
- All learning centers with materials are low and accessible to children.

**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:**

- [Infant](#)
- [Toddler](#)
- [Preschool](#)
- [Lesson Plans](#)
- [Picture Of Closet](#)- There are 6 closets similar to this closet.
- [Childcare Program Plan](#), Page 8 Provide for a variety of activities that require the use of varied equipment and materials
- [Safety Checklist](#)
- [Licensing Classroom Equipment List](#)
- [Risk Reduction Plan](#)- Removal of damaged toys and equipment
- [Rule 3 Equipment and furnishing requirements](#)
- [HCCC Rule 3 Policies and Procedures Manual](#)
  - Section I . Behavior Guidance – Page 1
  - Section II. Emergency and Accident Policies – Page 2
  - Section II. Emergency and Accident Policies,Page 4
  - Section II. Emergency and Accident Policies – Page 5

**Comments:**

- The infant, toddler and preschool programs have individual space in closets for developmentally appropriate materials in adequate numbers to rotate and provide choice and variety.
- Centers are listed on the lesson plans and rotated a minimum of 1 time per month.
- Each classroom lead teacher reviews the licensing requirements for equipment in their classroom to ensure they meet and exceed the requirements.

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

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

- Worship center
- Dramatic play
- Music / creative movement
- Art
- Blocks
- Manipulatives
- Science exploration / technology
- Math exploration
- Book area
- Sensory play
- Writing center
- Quiet spaces
- Soft elements (i.e. rugs, cushions, soft furniture)

---

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

<input checked="" type="checkbox"/> Met in Full (2)	<input type="checkbox"/> Partially Met (1)	<input type="checkbox"/> Not Presently Met (0)
-----------------------------------------------------	--------------------------------------------	------------------------------------------------

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**List supporting evidence or practices:**

- [Quiet Spaces and Worship center](#)
- [Art Center and Puzzles](#)
- [Preschool Classroom](#)
- [Toddler Classroom](#)
- [Light Table](#)
- [Writing Center](#)
- [Dramatic Play](#)
- [Lesson Plans](#)
- [Childcare Program Plans \(Section G\)](#)
- [Learning Environments and Activities](#)

**Comments:**

- Each classroom has centers labeled for both children and adults to identify play and learning.

- Centers are designed in an orderly fashion to enable children ease in finding equipment.
- Signs have been updated in each classroom to match throughout the whole facility for ease in locating and educating staff and parents on what children are learning at each center.
- Weekly lesson plans include centers that rotate a minimum of once per month.

**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:**

[Pictures of Room Arrangements](#)

**Comments:**

Lead teachers are responsible for the arrangement of their classroom. Classrooms are arranged to provide interest areas/centers. When arranging the classroom furniture and materials they consider;

- Children's special needs
- Behavior management
- Sight and sound supervision
- Traffic Patterns that allow for safe activities

**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:**

- [Learning Environments](#)
- [Lesson Plans](#)
- [Picture Of Closet](#)- There are 6 closets similar to this closet. There is equipment available for rotation.
- [Large Muscle Room](#)
- [Library of books](#) to rotate into classrooms and used for group time learning
- [Childcare Program Planss](#) (Section G)

**Comments:**

- Each classroom is supplied with a variety of materials to meet the needs of the children.
- There are six closets throughout the classrooms with supplies to rotate learning equipment and activities.
- There is a storage area with learning materials for teachers to select from that support lesson plans.
- The large muscle room has equipment and activities to support large muscle play.

**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:**

- [Parent info Center](#)
- [Library of books](#) to rotate into classrooms and used for group time learning
- [Writing Center](#)
- [Print rich display](#)
- [Verses](#)
- Video- during group time the teacher read the book snowmen and night to the children and then they made their own snowmen at night
  - a. [Video](#)
  - b. [Picture](#)

**Comments:**

- Each of our classrooms has a parent information center where parents can find meal menus, lesson plans, information on upcoming events and schedules.
- Each classroom is designed with labels for individual items, learning centers and materials and various aspects of the room.
- Each room is decorated with learning materials such as numbers, the alphabet, shapes, colors, maps, pictures from different cultures and others that teach about the calendar, weather, holidays and a variety of everyday concepts.
- Classrooms have available to children a variety of print materials for both learning and pleasure.
- Each of the preschool classrooms has a writing center.
- Each classroom has a library center with books that are rotated for each theme.

**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:**

- [Classroom Door with children's art](#)
- [Children's Art Work Displays](#)

**Comments:**

Children's artwork is evident in the classrooms as well as the hallways of the Early Childhood Center.

**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:**

- [Classroom Door with children's art](#)
- [Children's Art Work Displays](#)
- [Family Board in Each Classroom](#)

**Comments:**

When planning lessons teachers consider the interests, cultures, and traditions of the children and their families and create interest centers and displays that reflect these interests.

**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:**

- [Bulletin Board with Art](#)
- [Classroom Door with children’s art](#)
- [Picture of Art display at eye level for infants/toddlers](#)

**Comments:**

Each classroom displays children’s artwork at eye level. Childrens art work is also displayed in the hallways and when possible at their eye level.

**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:**

- [Custodian Cleaning Schedule](#)
- [Playground checklist](#) and [Weekly Classroom Cleaning Checklist](#)
- [Rule 3 HCCC-Policies-and-Procedures-Section II. Emergency and Accident Policies – Page 6](#)
- [Safety Checklist](#)

**Comments:**

- Children are encouraged to put away toys when they are done playing with them. Following playtime teachers sing the cleanup song to encourage and teach children good cleaning habits.
- Each classroom has a broom and dustpan for both teachers and students.
- Tables are washed before school and throughout the day as needed. Teachers complete the majority of the cleaning of tables and floors and encourage the children to help them with cleaning when appropriate and safe to teach good cleaning skills.
- Teachers clean lunch room tables and floor after meal times while teaching the children good after meal time cleaning habits.
- All toys in infant and toddler rooms are washed daily.
- All diaper changing areas are washed and sanitized after each individual use.
- The ECC custodian maintains the facility cleanliness on a daily schedule.

**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:**

- [Child Size Restroom](#)
- [Sinks](#)
- [Pictures of Drinking Water](#)

**Comments:**

- Toilets are available in each toddler and preschool classroom.
- There are handwashing sinks in all classrooms and class bathrooms.
- Each classroom has a container for drinking water and there is a drinking fountain in the hall
- During the summer each playground has a water thermos for the children to have water to drink outside.

**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:

- [Picture of Classroom windows with screens](#)

Comments:

All windows that are able to be opened have screens that are in good condition.

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:**

- [Floor Plan](#)- Includes square footage of each playground
- [Playground](#)

**Comments:**

- The preschool playground has 2 shade canopies; one in the sandbox area and another in the wood chip play area in the spring, summer and fall. Canopies are removed in the winter months.
- The preschool playground has a variety of surfaces as follows: sand, a paved trike/bike path, and a wood chip surface area.
- The courtyard playground for infants and toddlers has shade covering over approximately two thirds of its area in the spring, summer and fall. Shade coverings are removed in the winter months.
- The courtyard playground for infants and toddlers has a poured in place, appropriately rated cushioned surface and sand surfaces.
- Another fenced area the children utilize has grass and gardening space with a shade canopy, a tree that will one day shade the area, and picnic tables.

**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- sandboxes are not covered

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:**

- [Rule 3 HCCC-Policies-and-Procedures-Section II. Emergency and Accident Policies – Page 5](#)
- [Playground Pictures](#)
- Playgrounds each have a fence

**Comments:**

Teachers complete playground safety checks when entering the playground. Play structures are carefully monitored by staff , and when repairs are needed, the Health and Safety Coordinator is immediately notified and it is entered into the Coast App to alert the Facilities Coordinator. Any trash that may blow in is picked up upon entering the playground each day. We do have sand areas in each playground, but they are large and not traditional covered sandboxes. With the fenced playgrounds, they are easily kept clean and free from hazardous materials.

**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:**

- [Playground Pictures](#)
- [Rule 3 HCCC-Policies-and-Procedures-Section II. Emergency and Accident Policies – Page 5](#)

**Comments:**

- On the courtyard infant and toddler playground there is a poured in place cushion appropriately rated surface
- The preschool playground has a wood chip surface under all climbing equipment, swings and slides that meets the required measurements for licensing.

**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".

- A. Are the Required Responses complete? (YES / NO)
- B. Is the Required Evidence complete? (YES / NO)
- C. Are the Required Indicators of Success met? (YES / NO)
- D. Are ratings and comments provided for all REQUIRED and GENERAL Indicators of Success? (YES / NO)
- E. Are proposed actions provided for GENERAL Indicators of Success that are partially met or not presently met? (YES / NO)

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

Everyone that enters Open Arms is welcomed by a Christ Centered, clean and safe environment. This is evidenced by how the building is maintained, as well as the condition of learning equipment, furniture, and accessibility of the facility and materials to all children. The teachers prepare Christ Centered learning environments and activities that meet and exceed licensing and Minnesota early childhood learning standards.

The Facilities Coordinator position has been an excellent addition to the Holy Emmanuel and Open Arms team and provides maintenance and organization to the facilities and grounds. The addition of the Coast App has helped organize and track needed repairs and preventative maintenance to ensure a clean and safe environment.

**G. 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.**

INDICATOR	RATING
6:01*	2
6:02	2
6:03	2
6:04	2
6:05	2
6:06	2
6:07	2
6:08	2
6:09	2

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

<b>6:10</b>	2
<b>6:11</b>	2
<b>6:12</b>	2
<b>6:13</b>	2
<b>6:14</b>	2
<b>6:15</b>	2
<b>6:16</b>	2
<b>6:17</b>	2
<b>6:18</b>	2
<b>6:19</b>	2
<b>6:20</b>	2
<b>6:21</b>	2
<b>6:22</b>	2
<b>6:23</b>	2
<b>Total Points:</b>	46

Applicable”, enter “N/A” and do not include in the Total Points.

<b>Total Number of Indicators Rated</b> <i>(Subtract any Indicators marked as “N/A” from total Indicators possible)</i>	23
<b>Total Number of Points Possible</b> <i>(Total Number of Indicators Rated x 2)</i>	46

## The 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.**

- The school facility has a secure entrance with a code/keyfob entry security system at the front door, entrance from the church side, and the back preschool playground door. All other doors remain locked.
- The toddler playground at the front of the building has a coded locking system that can only be opened from inside the gated area.

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

- The facilities security system has been upgraded and there is a contract with a new company.
- There was a coded lock added to the Toddler playground entrance.
- The secure entry system was updated.
- A full time Health and Safety coordinator position was added
- The church and school hired a full time facilities coordinator

## 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.

X

### Written policy for storing and dispensing children's medications

- [HCCC Rule 3 Policies and Procedures Manual](#) Section III Page 17 and 18
- [A-Z Book Medication Authorization forms and Medication Safety Checklist](#) Pages 56-58

X

### Written communicable disease policy

- [HCCC Rule 3 Policies and Procedures Manual](#) Section III Health Policies, pages 15-16 Exclusion of III Children and staff and Reportable Diseases
- [COVID PLAN](#) required by DHS

X

### Written accident and injury policy

- [HCCC Rule 3 Policies and Procedures Manual](#) Section II Emergency and Accident Policies
- [Risk Reduction Plan](#)

X

### Written policies regarding smoking, alcohol, illegal drugs and drug testing

- [HCCC Rule 3 Policies and Procedures Manual](#) Section II page 3 and Section 6

X

### Written procedures for the safe arrival and departure of children

- [HCCC Rule 3 Policies and Procedures Manual](#) Section II pages 11-12

X

### Written disaster and evacuation procedures

- [Emergency Plan](#)
- [HCCC Rule 3 Policies and Procedures Manual](#) Section II pages 8-10

## 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:

- [Emergency Plan](#)
- [Collaboration with emergency officials for emergency plan](#)
- **Health nurse notes from emergency preparedness check**
  - [Page 1](#)
  - [Page 2](#)
  - [Page 3](#)

**Comments:** In July of 2023 the department of human services completed their annual licensing visit and Open Arms successfully maintained licensing status. Annually, the health nurse reviews emergency procedures. These procedures are available for parents through newsletters, emails and at the front desk. All staff are trained on these procedures during orientation and annually.



## 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:**

- [NLSA Staff Information Profiles](#)
- Employee files are available to review at time of visit

**Comments:**

All staff meet and exceed the requirements of state licensing. Information regarding variances for qualifications will be provided for the visiting team during the visit. The variances are updated every 3 months as needed and required by state licensing. Open Arms provides opportunities for staff to complete their CDA with both financial support and time to complete training during work hours.

**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:**

- [Orientation](#) - Active supervision training is completed during training and annually by all classroom staff.
- [Active Supervision documents used for classroom observation](#)
- [HCCC Rule 3 Policies and Procedures Manual](#) Section 2 page 5 Playground Safety
- [Risk Reduction Plan](#)
- [Childcare Program Plan](#)

**Comments:**

Minnesota DHS Rule 3 requires sight and sound supervision. During orientation and annually teachers complete supervision training. This training includes videos and scenarios of how to position yourself in the classrooms and playground. The risk reduction plan includes instruction for areas that are difficult to supervise.

**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:**

- [Schedules](#)
- [Risk Reduction Plan](#)

**Comments:** In the morning, when the center opens at 7am and at closing at 6pm, there is a minimum of 3 staff present - one staff member in each department. If a parent arrives late for pick up, two staff members stay with the child until an authorized pick up individual arrives. This is a known policy that is followed by all staff.

**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*

<input checked="" type="checkbox"/>	Met in Full (2)	<input type="checkbox"/>	Partially Met (1)	<input type="checkbox"/>	Not Presently Met (0)
-------------------------------------	-----------------	--------------------------	-------------------	--------------------------	-----------------------

---

**List supporting evidence or practices:**

- CPR certificates and staff orientation and training records will be available for the visiting team
- [HCCC Rule 3 Policies and Procedures Manual](#) Section II page 1-
- [Staff CPR Training Dates](#)

**Comments:** Within 90 days of hire, every staff person completes CPR and First Aid. Prior to completion of CPR and First Aid state licensing requires that they are under direct supervision. CPR and First Aid is required to be completed biannually by every staff member.

**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:**

- [HCCC Rule 3 Policies and Procedures Manual](#) Section II page 1 and Osha section
- [Orientation and annual Training](#)
- Staff orientation and training records will be available for the visiting team

**Comments:**

All staff complete training on the HCCC Rule 3 Policies and Procedures manual annually. Including a section on OSHA.

**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:**

- [Mandated Reporter Training](#)
- [HCCC Rule 3 Policies and Procedures Manual- Section IIII](#)
- [Staff training records](#)

**Comments:**

All staff are mandated reporters and complete child abuse and neglect and mandated reporter training during orientation and annually.

**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:**

- [Policy for cold lunches and size for food to be cut](#)
- [HCCC Rule 3 Policies and Procedures Manual- Section II Page 4](#)
- [Choking Hazard A-Z Manual](#)
- [Choke tubes are located in the infant and toddler classrooms](#)

**Comments:**

All foods in both cold/home lunches and meals provided by our hot lunch caterer are cut to an ½ inch piece or smaller for ages 2 and under.

All toys that could be a choking hazard are checked in a choke tube to be sure that they meet the safety requirement for size and shape.

**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:**

- [Risk Reduction Plan](#)
- [HCCC Rule 3 Policies and Procedures Manual- Section III page 10. Section VIII page 3, 8](#)
- [ICCPP for Allergies](#)
- Staff training records available at time of visit
- Allergy binders available at time of visit

**Comments:**

All classrooms have an up to date, red ICCPP binder with all information for all children that have an ICCPP for Allergies or food preferences

All staff are notified and trained on allergies at onsite and when there is any kind of change to any ICCPP, allergy or preference.

When more severe or multiple allergies are present there are increased measures taken as required to keep the child safe. These would be specific to the individual child's ICCPP as needed.

**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:**

- [Parent Handbookk Page 13 and 41](#)
- [Parking lot safety sign hanging in entry](#)
- [Door security policy posted near entry](#)
- [HCCC Rule 3 Policies and Procedures Manual-](#) Section II page 11 unauthorized or incapacitated person picking up a child

**Comments:**

All parents are given the Parent Handbook prior to enrollment of their child(ren) that contains the arrival and departure procedure. Each parent/guardian is required to sign that they have read the handbook and understand the policies.

All parents are required to notify the center via the phone or the Procure App when a non parent/guardian person is authorized to pick up or drop off. That person is then required to show a picture ID upon entering the building before they are allowed to have access to any children. If there is an individual non parent/guardian that picks up regularly this person's information can be added to the Procure App and the child's file.

All families are given a door code specific to their family at enrollment that they are required to enter on the keypad at all building access points. They are to use this code at all times and asked not to hold the door or allow others in when they have used their own specific code.

All staff are trained on policies that require them to ID anyone they do not know prior to picking a child to ensure they are a parent or authorized person to pick up the child. Staff are also trained during orientation annually on the unauthorized or incapacitated person picking up a child in the HCCC Rule 3 handbook.

Children are to be signed in and out of the Procure app by their parents/guardians.

**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:**

- [HCCC Rule 3 Policies and Procedures Manual- Section II page 3 and safety checklist](#)
- [Picture of outlet with cover](#)
- [Classroom safety and opening checklist](#)
- [Injury Prevention Daily Checklist- General Program Safety](#)

**Comments:**

All outlets are covered with outlet covers and all outlets are checked daily by staff before the center opens as part of the daily safety checklist from the A to Z binder and the weekly classroom checklist.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [HCCC Rule 3 Policies and Procedures Manual- section II page 3 and safety checklist](#)
- [Risk Reduction Plan](#)
- [Injury Prevention Daily Checklist- General Program Safety](#)
- [Classroom Safety checklist](#)
- [Photo of labels on cleaning bottles in classrooms](#)
- [Classroom Cupboards and closets are locked at all times](#)
- [Chemical Data binder available for viewing at visit](#)

**Comments**

All classrooms have designated and locked areas for storage for required cleaning supplies and toxic materials. All new staff are trained during their onboarding training and all other staff are trained annually on use and storage of all cleaning chemicals and cleaning supplies. All cleaning supplies and chemicals are properly and clearly labeled with the required labeling per licensing and our written policy. The Material Safety Data Sheets are stored in a binder above the AED available to all employees in the event of an emergency.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [HCCC Rule 3 Policies and Procedures Manual- Section II page 3](#)
- [Employee Handbook, page 31](#)
- [Injury Prevention Daily Checklist- General Program Safety](#)

**Comments:**

Open Arms facilities and grounds are smoke free facilities and have policies in the Rule 3 manual and employee handbook.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [HCCC Rule 3 Policies and Procedures Manual- Section II page 1](#)
- [A-Z Manual First Aid Supply Kit Requirements](#)
- [Risk Reduction Plan- "When groups leave the property for walks, emergency contacts and First aid kits are taken as well as any medication for children with allergies."](#)
- [Health Nurse visit checked emergency preparedness guidelines and verified first aid supplies](#)
- [First-aid backpack in each room is brought with classroom when they leave the classroom](#)

**Comments:**

All classrooms have a First-aid kit in a red backpack in their classroom that is clearly labeled with First Aid and the classroom name on the front of the backpack. There is also a sign located above each backpack hook with the label "First-aid Kit" clearly visible to everyone.

Each red First-aid backpack is to be brought with the class by a teacher or assistant everytime they leave the classroom.

All staff are trained during orientation and annually about the center's First-aid policies and red First-aid backpack.

Lead teachers are responsible to check the back pack each month to ensure all required supplies are in the first aid kit.

All First-aid kits are checked annually by the center's Health Nurse to ensure that they are complete and that nothing is expired.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Picture of emergency exit light](#)

**Comments:**

Specific lights are set to stay on at all times including the evening when the center is closed. 24 hours a day.  
There are no stairs in the facility  
All exit doors have working emergency exit lights.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- Picture of [fire extinguisher](#) and [tag](#)
- The Facilities coordinator uses the Coast App to track maintenance requirements. This is a picture of the monthly [fire system check](#). The Coast app will be available for the visiting team to review the maintenance schedule at the visit.

**Comments:**

All fire extinguishers are inspected annually by Gopher State Fire Equipment Company.

All fire extinguishers are checked monthly by our Facilities Maintenance Manager- general and preventive maintenance is tracked and documented in the Procure app..

**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*

<input checked="" type="checkbox"/> Met in Full (2)	<input type="checkbox"/> Partially Met (1)	<input type="checkbox"/> Not Presently Met (0)
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**List supporting evidence or practices:**

- [Picture of emergency cards that are in all red First-aid emergency backpacks](#)
- Staff On Duty Emergency Pack available to view at visit

**Comments:**

All classrooms have an emergency card for each child stored in a drawer in the classroom and in the classroom first aid backpack. The classroom teachers bring the backpack with them at all times when outside of the classroom. All employees complete an emergency contact form during orientation that is stored in their employee file and in the emergency pack the lead staff on-duty carries during the day and takes with them in the event of an emergency. Due to staff confidentiality we do not keep these forms in the classroom first aid backpacks but staff are able to share this information with their co-worker.

**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*



Met in Full (2)



Partially Met (1)



Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Emergency Plan](#)
- Health nurse visit verifying emergency plan and procedures
  - [Picture 1](#)
  - [Picture 2](#)
  - [Picture 3](#)
- [Drill logs](#)

**Comments:**

All classrooms have a map with their specific evacuation map and route highlighted and posted next to all exits. All staff are trained during their onboarding and orientation about these maps and routes and/or annually. All children and staff practice evacuation procedures during monthly lockdown and fire drills and Tornado drills are practiced during the required months. The emergency plans are reviewed annually by the Health nurse.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Emergency Plan](#)
- [HCCC Rule 3 Policies and Procedures Manual- Section II page 8](#)
- [Emergency route maps posted in classrooms](#)

**Comments:**

All classrooms, spaces used by children and the kitchen space have color coded emergency route maps posted at each entrance that show all evacuation and emergency routes from that space.

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

Evacuation maps showing colored and highlighted routes need to be added to the hallways and office areas and kitchen.

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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Emergency Plan](#)
- [HCCC Rule 3 Policies and Procedures Manual- Section II page 8-9](#)
- [Emergency route maps posted in classrooms](#)

**Comments:**

All staff are trained during orientation and annually on our evacuation plan and re- location site and it is listed on all classroom evacuation maps at all entrances and exits of each classroom. The Open Arms relocation site is Grace Covenant Church.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Fire Drill Log](#)
- [Emergency Plan](#)
- [HCCC Rule 3 Policies and Procedures Manual](#)- Section II page 8-9

**Comments:**

Fire drills are conducted once per month and recorded on our Fire Drill Log sheet.

All staff are trained on evacuation and drill procedures during orientation and annually from the Emergency Plan in the Rule 3 binder.

Each classroom has an emergency map and instructions regarding each staff person's role in the event of an emergency.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Fire, Tornado, and Lock Down drill logs](#)

**Comments:**

All required drills per licensing are conducted as required by licensing and recorded by administration.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [2023 drill logs](#)

**Comments:**

All previous drill logs are kept on file at the center.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Picture of magnet that is removed in the event of an intruder to lock door](#)
- [Picture of curtain that blocks view of "safe space" in classrooms](#)
- [Lockdown drill log](#)
- [Emergency Plan](#)
- [Collaboration with emergency officials for emergency plan](#)

**Comments:**

Monthly lockdown drills are conducted. When the Bloomington police community officer visited the school in 2019 he helped create the documented emergency plan that included lockdown locations in each classroom's restrooms/crib room with curtains being placed over windows and the sanctuary as a secondary lockdown location. The emergency procedures will be reviewed by the Bloomington Community Officer following a visit of the center in 2024.

[https://drive.google.com/file/d/1VcqpZLqTEKGidjNUW8oqOtXtjLlZJ\\_PX/view?usp=sharing](https://drive.google.com/file/d/1VcqpZLqTEKGidjNUW8oqOtXtjLlZJ_PX/view?usp=sharing)

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

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**List supporting evidence or practices:**

- [Parent Handbook- Page 28](#)

**Comments:**

All parents/guardians and staff are notified via the parent communication app when the center is closed in an emergency because of conditions that make the building unsafe.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [HCCC Rule 3 Policies and Procedures Manual- Section III page 15](#)
- [Picture of infectious disease reporting](#)
- [Parent Handbook- page 22](#)

**Comments:**

All families are notified by a posting outside each affected classroom within 24 hours of a child that has been diagnosed with an infectious disease that may have had contact with their child.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [HCCC Rule 3 Policies and Procedures Manual- Section III page 15](#)
- [Parent Handbook- pages 25](#)
- [Illness form sent home with children with illness](#)

**Comments:**

All children and staff with infectious diseases are excluded from attending the program in accordance with the exclusion policies from our health nurse, the Minnesota department of health and the Rule 3 licensing requirements from the state of Minnesota.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [HCCC Rule 3 Policies and Procedures Manual](#)- Section III Page 15
- [Parent Handbook](#)- pages 25

**Comments:**

If children become sick in the classroom, children are kept on a cot in the classroom in a designated area away from other children due to the need to maintain ratios among children and staff. The child remains in sight and sound supervision at all times.

If the director or other administrators are available to stay with the child outside the classroom they will do so until a parent or guardian arrives to pick them up. There is a table in the hallway that the child and available staff person can sit at until the parent arrives.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Accident/Injury report form from A to Z manual](#)
- [HCCC Rule 3 Policies and Procedures Manual-Section II page 12](#)
- [Parent Handbook- page 27](#)

**Comments:**

All injuries are documented on the Incident and Accident report form and parents are then asked to sign the form and offered a copy after signing. Accidents and incidents are then documented on classroom logs and the signed reports are placed in children's files.

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

**7A:30: Major injuries (including head Head Bump Information given to parents) 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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Accident/Injury report form from A to Z manual](#)
- [HCCC Rule 3 Policies and Procedures Manual-Section II page 12](#)
- [Parent Handbook- page 34](#)
- [Head Bump Parent Notification Form](#)

**Comments:**

If the injury is to the head or face or more serious and possibly requires medical attention from a professional the parents are notified by phone immediately. If emergency care is needed, 911 will be called. If a child receives medical treatment for an injury that occurred at the center a serious injury report is filed with the Department of Human Services Licensing Division.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [HCCC Rule 3 Policies and Procedures Manual](#)- section III page 3-6, 12, 19, OSHA Section
- [OSHA training during orientation](#)

**Comments:**

All staff are required to and trained to wear disposable protective gloves when handling and bodily fluids.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [HCCC Rule 3 Policies and Procedures Manual](#) section III page 13
- [Health Care Summary](#)
- [Immunizations Form](#)
- [Parent Handbook- page 7](#)
- [Rule 3 Health Record Requirements](#)
- Childrens files are available at validation team visit

**Comments:**

All children must have up to date immunizations at enrollment. If they choose not to vaccinate, they are required to have a notarized form stating that they will not be immunized. All immunization forms are kept in the child's file. Within 90 days of enrollment they are required to have a physician complete a health care summary. These summaries are updated in accordance with rule 3 requirements.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [HCCC Rule 3 Policies and Procedures Manual](#)- Section III Health Policies – Page 13
- [Enrollment Packet](#)- Release of information
- [New Employee Packet](#)-Employee Confidentiality Disclosure Statement
- [Parent Handbook](#)
- [Employee Handbook](#)- Page 33

**Comments:**

There are clear written policies regarding the rights and privacy of children and parents/guardians including personal information, health and medical history and other pertinent information.

All parents and guardians are given a written policy about privacy regarding children and parents when they enroll as part of our parent handbook.

Employees are trained during orientation and annually regarding confidentiality and communication with parents.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [HCCC Rule 3 Policies and Procedures Manual- Section III Page 17-19](#)
- [Parent Handbook- Page 27](#)
- [Medication Authorization Form](#)
- [Medication Safety Checklist](#)

**Comments:**

All staff are trained at hiring and again annually on how to administer prescription medication to all children. They must follow the prescription medication administration form. Medication is stored in the classroom medicine bucket in a locked classroom cabinet or in the refrigerator medicine bucket. The medication authorization form including instructions is stored on the teacher clipboard in the classroom to ensure all staff know there are children in the classroom that require medication.

**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

After diapering

After handling bodily fluids

Before administering medications

After touching or feeding animals

When hands are soiled

---

*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:**

- [HCCC Rule 3 Policies and Procedures Manual](#)- Section III page 8-10, OSHA, page 5, 11
- [Parent Handbook](#)
- [Risk Reduction Plan](#)
- [Diapering](#)- Hung on wall in each diapering area
- [Diapering/toilet training](#)- Hung on wall in bathrooms where children are toilet training
- [Handwashing](#)- Hung on wall next to each sink
- [Medication Safety Checklist](#)
- [Handwashing Sign](#)

**Comments:**

All staff are trained at orientation and annually in OSHA and all hand washing procedures. These procedures are located at each sink, at every diaper changing and toileting area. In the risk reduction plan it clearly states that hands must be washed prior to serving food to children.

**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:**

Upon arrival

Before eating

Before and after playing in the water table

After toileting and diapering

After touching or feeding animals

After outdoor 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:**

- [HCCC Rule 3 Policies and Procedures Manual](#)- Section III page 8-10, OSHA, page 5, 11
- [Parent Handbook](#)
- [Risk Reduction Plan](#)
- [Diapering](#) - Hung on wall in each diapering area
- [Diapering/toilet training](#)- Hung on wall in bathrooms where children are toilet training
- [Handwashing](#)- Hung on wall next to each sink
- [Medication Safety Checklist](#)
- [Handwashing Sign](#)
- [Bathroom hand washing procedure signs](#)
- [Video](#) of child asked to hand wash at drop arrival

**Comments:**

Children wash hands upon arrival and throughout the day as required by the handwashing policies.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Picture of front door access and sign](#)
- [Parent Handbook- Page 8](#)
- [The door between the church and school remains closed and locked throughout each day and has a secure entry code system.](#)
- [The toddler playground gate has a coded locking system](#)

**Comments:** The school updated its security system and secure access system in 2023. The parents and staff each have a code for entrance into the building. There are 3 doors and the toddler gate that have secure access with codes or key fobs. All other doors to the outside of the building remain locked. The doors to the toddler playground are open when children are playing and the teachers lock them when they come inside.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Preschool Playground-1](#)
- [Preschool Playground-2](#)
- [Toddler Playground](#)
- [HCCC Rule 3 Policies and Procedures Manual-Section 2, Page 5](#)

**Comments:** Open Arms has a toddler and preschool/school age playground. Each of these playgrounds are surrounded with fences that are accessible only through the building and gates.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [HCCC Rule 3 Policies and Procedures Manual](#)- Section 3, page 2, 8-10, OSHA, page 5
- [Risk Reduction Plan](#)
- [Diapering](#) - Hung on wall in each diapering area
- [Diapering/toilet training](#)- Hung on wall in bathrooms where children are toilet training
- [Handwashing](#)- Hung on wall next to each sink
- [Labeled Diaper Garbage Can](#)

**Comments:** Disposable protective gloves are available in each classroom with extra located in the storage room. Staff are trained on the diapering procedures, OSHA and specifically wearing gloves when diapering and toileting and disposing of contaminated items.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [HCCC Rule 3 Policies and Procedures Manual-Section III Page 2-3](#)
- [Picture of infant diaper area](#)

**Comments:**

Diapering disposal containers are located in the restroom and diaper changing areas. They all have lids that open and close tightly that are foot activated and hands free.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [HCCC Rule 3 Policies and Procedures Manual-Section III Page 2-3](#)

**Comments:** Exam paper is used with each diaper change and the 3 step process is used with soapy water, water, and bleach to sanitize following each individual's diaper change.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [HCCC Rule 3 Policies and Procedures Manual- Section 3 page 8](#)
- [Cleaning and Maintenance Schedule](#)

**Comments:**

Open Arms have custodians that clean the building each day. Toilets are cleaned daily by custodians and teachers clean toilets throughout the day when soiled.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [HCCC Rule 3 Policies and Procedures Manual- Section 3: page 6](#)
- [Risk Reduction Plan](#)

**Comments:**

Children's clothes are changed in the privacy of the classroom restroom.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [HCCC Rule 3 Policies and Procedures Manual](#)- Section V Page 2 Nap and Rest Policy

**Comments:**

Open Arms follows all Minnesota state licensing policies for nap and rest.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [HCCC Rule 3 Policies and Procedures Manual](#)- Section V Page 2 Nap and Rest Policy
- [Children Sleep on Cots](#)

**Comments:**

Open Arms provides cots for each child to rest during nap time.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [classroom map of cots](#)
- [Picture of a classroom at nap time](#)

**Comments:**

Cots are placed to ensure children are within sight and sound at all times and to ensure doors and walkways are not blocked.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Classroom cleaning checklists](#)

**Comments:**

Each child has a cot and it is sanitized weekly. If another child uses the cot or the cot is shared by part time children it is sanitized between each use. If a cot is soiled it is cleaned and sanitized prior to being put away each day as needed.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Picture of Classroom Cubbies](#)

**Comments:**

Each child has their own cubby to store personal belongings that include outerwear, extra clothes and nap time bedding.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

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**List supporting evidence or practices:**

- [Parent Handbook- PAge 33](#)
- [HCCC Rule 3 Policies and Procedures Manual- Section V Nap and Rest Policy](#)

**Comments:**

Open Arms provides sheets for infant cribs that are laundered weekly.  
Toddler and preschool children bring blankets from home and are to be brought on the first day of the week they attend and brought home to be washed on the last day of the week they attend.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Cot storage in closet](#)
- [HCCC Rule 3 Policies and Procedures Manual](#)- Section V Nap and Rest Policy

**Comments:**

Each classroom has a locked closet to store their cots.

**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*

<input checked="" type="checkbox"/>	Met in Full (2)	<input type="checkbox"/>	Partially Met (1)	<input type="checkbox"/>	Not Presently Met (0)
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**List supporting evidence or practices:**

- Music is played during nap
- [Lights are turned off](#)
- [HCCC Rule 3 Policies and Procedures Manual](#)- Section V Nap and Rest Policy

**Comments:**

Each classroom has a cd player to play music during naptime. Classrooms turn off their lights, teachers sit by children and often rub children's backs while they are falling asleep. During naptime, teachers complete quiet work while they keep all children in sight and sound supervision. When children wake up or have rested for 30 minutes, they are allowed to participate in quiet activities while the other children sleep.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [HCCC Rule 3 Policies and Procedures Manual- Section V Nap and Rest Policy](#)
- [Picture of books and nap time activities offered in Tiger room.](#)

**Comments:**

After children have rested for 30 minutes and were not able to fall asleep, children are given books and quiet activities on their cots. If children choose to leave their cots, they are given quiet activities in the book area or at a table with a teacher.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [HCCC Rule 3 Policies and Procedures Manual](#)- Section II page 2, 4, 6, Section 5
- [Risk Reduction Plan](#)
- [Childcare Program Plans](#)

**Comments:**

Children must remain in sight and sound supervision. In the infant crib room, there is a baby monitor and a policy to check the crib room every 10-15 minutes and initial the log.

**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*

<input checked="" type="checkbox"/>	Met in Full (2)	<input type="checkbox"/>	Partially Met (1)	<input type="checkbox"/>	Not Presently Met (0)
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---

**List supporting evidence or practices:**

- [Enrollment Forms](#)- Walking field trip permission form - Page 5
- [HCCC Rule 3 Policies and Procedures Manual](#)- Section II page 5
- [Parent Handbook](#), Page 9

**Comments:**

Open Arms generally focuses on having in-house field trip vendors in the summer. Children do walk to the church 2x per month and have written permission from parents for short neighborhood walks.

**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)

---

**List supporting evidence or practices:**

- [Schedules](#)

**Comments:**

Open arms meets and exceeds the teacher/child ratios at all times.

**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)

---

**List supporting evidence or practices:**

- [HCCC Rule 3 Policies and Procedures Manual](#)- Section II page 5
- [Risk Reduction Plan](#)
- [Orientation Training](#)- see supervision training

**Comments:**

Staff are trained to know the number of children in their care at all times and to count out loud every 3-5 minutes. When on a walking field trip staff count children prior to leaving, while walking and immediately upon return to the school.

**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)

---

**List supporting evidence or practices:**

- [First Aid Backpack with emergency contact information](#)
- [HCCC Rule 3 Policies and Procedures Manual- Section 2, page 5](#)
- [Risk Reduction Plan](#)

**Comments:** Emergency information for children is stored in the first aid backpack and taken with them anytime they leave their classroom. Teacher's emergency information is stored in their personnel file. All employee emergency information is located in a lead staff on duty bag that is stored at the front desk and carried by the lead staff on duty.

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

**7A:58: School transportation vehicles are equipped with:**

**N**  
**A**

Age appropriate restraint devices and alarms

**N**  
**A**

Inspection and maintenance logs

**N**  
**A**

License and insurance certifications

---

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

**N**  
**A**

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

**Comments:**

The school does not have any transportation vehicles.

**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)**

---

**List supporting evidence or practices:**

**Comments:**

Employees do not transport children.

**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".

- A. Are the Required Responses complete? (YES / NO)
- B. Is the Required Evidence complete? (YES / NO)
- C. Are the Required Indicators of Success met? (YES / NO)
- D. Are ratings and comments provided for all REQUIRED and GENERAL Indicators of Success? (YES / NO)
- E. Are proposed actions provided for GENERAL Indicators of Success that are partially met or not presently met? (YES / NO)
- F. Based on evidence, what are the strengths of the school related to Standard 7, Section 7A?  
Open Arms is a safe and secure facility. The health and safety coordinator leads the team in successfully maintaining a healthy environment. Great pride is taken to ensure rule 3 licensing requirements.
- G. 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.

**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.)**

Evacuation maps showing colored and highlighted routes need to be added to the hallways and office areas and kitchen.

- H. What is the school's rating for all Indicators of Success for Standard 7, Section 7A?

INDICATOR	RATING
7A:01*	2
7A:02	2
7A:03	2
7A:04	2
7A:05	2
7A:06	2
7A:07	2
7A:08	2
7A:09	2
7A:10	2
7A:11	2
7A:12	2
7A:13	2
7A:14	2
7A:15	2

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:16	2
7A:17	2
7A:18	2
7A:19	1
7A:20	2
7A:21	2
7A:22	2
7A:23	2
7A:24	2
7A:25	2
7A:26	2
7A:27	2
7A:28	2
7A:29	2
7A:30	2
7A:31	2
7A:32	2
7A:33	2
7A:34	2
7A:35	2
7A:36	2
7A:37	2
7A:38	2
7A:39	2
7A:40	2
7A:41	2
7A:42	2
7A:43	2
7A:44	2
7A:45	2
7A:46	2
7A:47	2
7A:48	2
7A:49	2
7A:50	2
7A:51	2
7A:52	2
7A:53	2
7A:54	2
7A:55	2
7A:56	2
7A:57	2
7A:58	NA
7A:59	NA
<b>Total Points:</b>	<b>113</b>

<b>Total Number of Indicators Rated</b>	<b>57</b>
-----------------------------------------	-----------

<i>(Subtract any Indicators marked as "N/A" from total Indicators possible)</i>	
<b>Total Number of Points Possible</b> <i>(Total Number of Indicators Rated x 2)</i>	114

## 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?**

The Food Services Supervisor reports to the Health and Safety Coordinator. Both are required to maintain their Serve Safe Certification.

Breakfast and snacks are prepared on-site and meet USDA Nutrition Program requirements and the Bloomington Department of Health standards.

For lunch, families have the option to choose a catered lunch from Twin Cities Catering or bring a lunch from home that follows the USDA Nutrition Program requirements and Open Arms policies. We provide all milk products.

The meal and snack delivery system is as follows.

Food is prepared and/or portioned in the kitchen of the school.

Food serving utensils and the food itself is then brought to the classrooms on a cart.

Classroom staff portion and serve food to the children.

Dishes and food waste are collected after each food service and brought back to the kitchen.

Food service items, dishes, and carts are then cleaned and sanitized after each service.

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

In the last 3 years, we have changed catering companies giving more variety to the students including fresh fruit options.



## 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

- [HCCC Rule 3 Policies and Procedures Manual Section III Pages 8-10](#)

### Health inspections

- [Health Inspection report 2023](#)
- [Health Inspection report 2022](#)
- [Health Inspection report 2021](#)

- [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

Sally Enderesen- in April Tracy Cox and Abby Morelan are completing their food safety training

[Certified Food Service Certificate](#)

[Menus](#)

Vendor contract (if applicable) and license assuring that the business, food handlers and premises are inspected and approved by the local health department

- [Food service license](#)
- [Business License](#)
- [Twin Cities Catering Contract](#)

## 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:**

- [Health Inspection report 2023](#)
- [Health Inspection report 2022](#)
- [Health Inspection report 2021](#)
- [Food Service License](#)

**Comments:**

The center complies with all local and state food safety requirements at each annual inspection and has a record of passing these inspections kept on file and attached in the evidence section above.

## 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:**

- [HCCC Rule 3 Policies and Procedures Manual: Section III Pages 1 & 2](#)

**Comments:**

All tables and food service areas are washed with the three step process before and after each meal. This process is first being washed with soapy water and then rinsed with plain water and finally sprayed with properly diluted bleach water.

**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:**

- [Risk Reduction Plan- meal service section](#)
- [Picture of staff serving food](#)

**Comments:**

The following is the food service plan:

- Some groups have the children sit at tables and sing songs and read stories with one teacher, the other teacher portions the food on plates and some groups have a group time while food is portioned. While one teacher focuses on the children, the other teacher portions the food on the children's plates.
- Teachers wash hands and wear gloves when serving.
- Children with allergies are served first and gloves are changed between serving each child with allergies.
- Home lunches are plated and served second if a child is missing any USDA food program requirements or the portions do not meet requirements Open Arms provides the requirements and parents are notified.
- Catered meals are then served in accordance with the USDA food program requirements.
- Once food is plated both teachers help serve the children their plates and milk.
- During meals, children are encouraged to converse freely and teachers sit with children to model appropriate conversations. By doing this, it ensures meal time manners and safety of all children. Teachers enter the quantity of food each child ate during every meal.
- Preschool children help clean up at end of the meal as follows;
  - A bucket to dispose of food is passed at the table for children to dump their own food. A child with allergies either dumps their food first or the teacher disposes of their food and they are excused from the table first to ensure they do not come into contact with allergens.
  - Children assist with cleaning up their area, the teacher sprays soapy water and the child wipes their table area and chair with a paper towel.
  - Children that do not have allergies assist with sweeping floors.

**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:**

- [pictures of meal time with teachers sitting with children](#)

**Comments:**

All teachers and staff are required to sit with the children while they are eating meals and model appropriate table conversations, manners and ensure meal safety.

**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:**

- [Risk Reduction Plan- meal service section](#)
- [Picture of staff serving food](#)

**Comments:**

- During meals, children are encouraged to converse freely and teachers sit with children to model appropriate conversations. This ensures meal time manners and safety of all children.

**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:**

- [HCCC Rule 3 Policies and Procedures Manual: Section I Page 1-5](#)

**Comments:**

Food and treats of any kind are not used as a reward or punishment in any classroom. We follow the Rule 3 behavior guidance plan and have other ways of working with children that the staff are trained on.

**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:**

- [HCCC Rule 3 Policies and Procedures Manual](#) Section III Page 10
- [Parent Handbookk](#) Page 20

**Comments:**

When a child/family or staff would like to bring in a food item to share with the class they are informed of the Rule 3 policy that states that all food items brought in for sharing must be store bought and in an unopened package. This is also made aware to them in the Parent Handbook that they receive upon enrollment.

**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:**

- [Choking hazards policies from A-Z Manual](#)
- [Policy for cold lunches and size for food to be cut](#)

**Comments:**

All foods listed above are not served to children in the center unless they are on the list of allowed foods and are cut to the proper size. The size of food to be cut is given to the parents upon their decision to bring a cold lunch and posted in the kitchen for all to reference. The people that are trained to work in the kitchen are also specifically trained on this policy. Open Arms is a nut aware center and does not serve nuts due to allergies.

**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:**

Menus

- [Policy for cold lunches and size for food to be cut](#)
- [Menus](#)
- [Picture a child learning about growing and consuming healthy foods.](#)

**Comments:**

Parents are given information and policies regarding the USDA food program and menus follow the food program nutrition requirements. Through the year children learn about healthy foods in their weekly themes/lessons.

**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:**

- [Kitchen cleaning schedule](#)
- [HCCC Rule 3 Policies and Procedures Manual](#) Section III: Page 8-10

**Comments:**

The food services supervisor follows a weekly cleaning schedule to ensure all food areas are cleaned and during the annual visit from the kitchen inspector, he said it was the cleanest kitchen he has seen in years.

**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:**

- [HCCC Rule 3 Policies and Procedures Manual](#) Section III. Health Policies – Page 9
- [Refrigerator Temp Logs](#)

**Comments:**

Each fridge and freezer have both a built-in thermometer and a hanging thermometer inside to ensure accurate temperature.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Allergy and special diets list in kitchen](#)
- [Allergy book located in Kitchen](#)
- [Allergy information in classrooms](#)

**Comments:**

Food allergies and special diets are documented in the kitchen and each classroom in the ICCPP binder. All staff are trained on every allergy and food preference. The kitchen has a list of all children and in each classroom there is a list of children that have allergies in that classroom

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Risk Reduction Plan](#)

**Comments:**

A plan is in place for Open Arms to provide food for any child that forgets to bring their own lunch from home, does not have all USDA required items in the home lunch that they bring, or a parent brings the child without having eaten that day.

**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)

---

**List supporting evidence or practices:**

- [Picture of dishwasher](#)

**Comments:**

The kitchen is approved for dishwashing and has a commercial dishwasher/sanitizer. If there is ever a need for disposable dishware to be used it is disposed of after a single use.

**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)

---

**List supporting evidence or practices:**

- [Menus and Postings](#)
- [HCCC Rule 3 Policies and Procedures Manual: Section III Page 10](#)

**Comments:**

Written weekly and monthly menus are provided by our licensed caterer and kitchen staff and are hung in all classrooms, in the parent information area at the entrance of the center and are available for parents to take home at any time if they would like.

**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)

---

**List supporting evidence or practices:**

- [Picture of food transfer container from caterer](#)
- [Catered Food Temp Logs](#)

**Comments:**

All foods are transported to the center from our caterer in a sanitizable, properly insulated container and temperature of food is checked upon arrival.

**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)

---

**List supporting evidence or practices:**

- [Catered Food Temp Logs](#)
- [HCCC Rule 3 Policies and Procedures Manual: Section III Page 8-10](#)

**Comments:**

All food is kept at the proper temperature in either the upright food warmer or in the refrigerator in the kitchen until it is time to be served and then it is taken directly to the classroom to be consumed at that time.

**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)

---

**List supporting evidence or practices:**

- [Food being transferred to classroom with proper covering](#)

**Comments:**

All food that comes from our caterer and that is brought from the kitchen to the classroom is kept covered or in a sealed container or bag until it is time for it to be served and consumed.

**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)

---

**List supporting evidence or practices:**

- [pictures of service](#)
- [HCCC Rule 3 Policies and Procedures: Section III Page 10](#)

**Comments:**

All people handling or serving food are required to wear the proper gloves at all times. This is according to the Rule 3 policy on food service and handling and our policy on food service.

**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*

N A
--------

Met in Full (2)

--

Partially Met (1)

--

Not Presently Met (0)

---

**List supporting evidence or practices:**

N/A

**Comments:**

Our center does not practice family style dining and children do not serve food.

**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)

---

**List supporting evidence or practices:**

- [Picture of discarded food after a meal](#)
- [HCCC Rule 3 Policies and Procedures: Section III Page 10](#)

**Comments:**

All food that is not consumed by children at the end of a meal or snack time is disposed of by classroom and kitchen staff in the proper receptacle.

**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*

<input checked="" type="checkbox"/>	Met in Full (2)	<input type="checkbox"/>	Partially Met (1)	<input type="checkbox"/>	Not Presently Met (0)
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**List supporting evidence or practices:**

- [HCCC Rule 3 Policies and Procedures Manual Section III Health Policies – Page 6](#)
- [Home Lunch Policies given to parents](#)
- [Picture of labeled food container](#)

**Comments:**

All food brought from home is labeled with the child’s full name and dated.

**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)

---

**List supporting evidence or practices:**

- [HCCC Rule 3 Policies and Procedures Manual](#) Section III Health Policies – Page 6
- [Home Lunch Policies given to parents](#)

**Comments:**

Our home lunch policy through Rule 3 and our licensed health nurse state that the use of ice packs to maintain temperature is adequate.

**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".

- A. Are the Required Responses complete? (YES / NO)
- B. Is the Required Evidence complete? (YES / NO)
- C. Are the Required Indicators of Success met? (YES / NO)
- D. Are ratings and comments provided for all REQUIRED and GENERAL Indicators of Success? (YES/ NO)
- E. Are proposed actions provided for GENERAL Indicators of Success that are partially met or not presently met? (YES / NO)
- F. Based on evidence, what are the strengths of the school related to Standard 7, Section 7B?  
Open Arms food services supervisor maintains an exceptionally clean kitchen that follows all health and safety policies. The team works together to ensure that all children's needs are met both nutritionally and to ensure all allergy ICCPP requirements for children are met in full. Children and families are given opportunities to learn about health and nutrition.
- G. 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.
- H. What is the school's rating for all Indicators of Success for Standard 7, Section 7B?

INDICATOR	RATING
7B:60*	2
7B:61	2
7B:62	2
7B:63	2
7B:64	2
7B:65	2
7B:66	2
7B:67	2
7B:68	2
7B:69	2
7B:70	2

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.

<b>7B:71</b>	2
<b>7B:72</b>	2
<b>7B:73</b>	2
<b>7B:74</b>	2
<b>7B:75</b>	2
<b>7B:76</b>	2
<b>7B:77</b>	2
<b>7B:78</b>	2
<b>7B:79</b>	N/A
<b>7B:80</b>	2
<b>7B:81</b>	2
<b>7B:82</b>	
<b>Total Points:</b>	44

<b>Total Number of Indicators Rated</b> <i>(Subtract any Indicators marked as "N/A" from total Indicators possible)</i>	22
<b>Total Number of Points Possible</b> <i>(Total Number of Indicators Rated x 2)</i>	44

## 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.**

Creative Curriculum is designed to meet the needs of every part of each child. Each individual classroom lesson plans and themes are based on the individual needs and interests of the children. Faith is the foundation of all we do at Open Arms and we accomplish this within the framework of the Creative Curriculum Objectives. Faith is integrated into each of these objectives throughout the day. Children participate in chapel, Jesus time, Reciting The Lord's Prayer, prayers before meals and they learn worship songs for Sunday Church services. More informal faith based activities take place throughout the day when discussing social situations and exploring through curriculum objectives. One in Christ curriculum from Concordia Publishing Company curriculum is used for the faith based component.

[One in Christ Curriculum Outline and Chapel Guide](#)  
[Classroom Curriculum Objectives](#)

Open Arms Christian Early Childhood believes that children explore their environment through hands-on experiences and that play based activities provide children the opportunities to explore and learn in a safe environment.

#### **2. Describe how often the curriculum is evaluated and share who is engaged in the process.**

The ECC board, teachers, staff and parents team together to evaluate the need for change within the program. Monthly curriculum plans are turned into our Educational Support Coordinator to ensure teachers have a plan and are implementing their curriculum. Teachers and Assistant teachers are given plan time each week to plan their curriculum. If questions arise or guidance is needed, our Educational Support Coordinator is always available to assist. Parents become involved in the process through reading weekly lesson plans, communications from the classroom, conferences 2x per year and through parent surveys.

**3. Describe how the curriculum meets the anti-bias / cultural / social / economic needs of the church and community.**

Over the years, we have had a lovely diverse group of students, giving ECC an opportunity to introduce our children and teachers to different cultures, countries and languages. The curriculum used by the ECC includes learning materials (books, puzzles, toys, photos, videos etc) that promote, teach and celebrate equality, cultural and social differences. Combined ECC events include; the summer picnic, gathering food for the food shelf and other service projects for the community, harvest festival, Valentines Dinner, prayer board and the weekly car club and family night in the summer. These events bring Holy Emmanuel Church, ECC families and the community together. Each family completes a developmental history for their children that includes a section regarding family language, culture and traditions that is shared with the lead teachers in each classroom during the child's preconference. Families are also invited to join in family holiday celebrations, events and to read to the children throughout the year

**4. Describe the type of curriculum used for faith development of children.**

The curriculum used for infants through preschool is One in Christ by Concordia Publishing House. Infants and Toddlers use the One is Christ for Infants and Toddlers. The Monkey preschool classroom uses Preschool A and the Tiger preschool classroom uses Preschool B. Open Arms also has a variety of Bible story books and other Concordia Publishing House Curriculum books to supplement One In Christ. Jesus' time is scheduled daily in the classroom. The teachers use the One in Christ Curriculum for their lesson. Chapel is scheduled once a week and is led by Pastor Paul on the first, third and fifth Tuesday of each month in each individual classroom and on the second and fourth Tuesday it is in the sanctuary led by the director and teachers.

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

Teachers use observation, evaluation and assessment tools (see tools below) in the Procare App based on the Minnesota Indicators of Progress for the evaluation of children's growth and individual needs. Teachers keep pictures and work samples to show progression in development. Teachers also keep

checklists of developmental milestones to share with parents in an effort to work together to ensure each individual child succeeds.

[Procare Assessment](#)

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

- An addition of the Educational Support Coordinator position the following are some of the responsibilities of this position that impact this area;
  - Ensures that teachers' lesson plans are turned in for accountability of completion and implementation.
  - Consistency in lesson plans and curriculum throughout the center
  - Creation of STEAM classes as extracurricular activities
  - Assists with students that need support with development or behavior management
- Implementation of One in Christ Curriculum
- The Procare App is new in the past 4 years and we have attempted to use their Minnesota Ecips assessment and observation. This has proven to be a challenging transition for teachers and parents. Recently Procare included the Vine Assessment as an option and we will be researching this assessment for next school year.

## 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.

X

### One week of lesson plans for each classroom

[Turtle](#)

[Turtle Notecards](#)

[Penguin](#)

[Koala](#)

[Alligator](#)

[Monkey](#)

[Tiger](#)

X

### Center's written curriculum guide, goals and early learning state standards

- [Annual Themes Each classroom selects from](#)
- [Creative Curriculum Objectives](#)
- [Classroom Curriculum Objectives](#)
- [Curriculum Template](#)
- [Minnesota Indicators of Progress](#)
- [Procure Assessment](#)

X

### Daily and weekly class schedules from each teacher

[Turtles](#)

[Penguins](#)

[Alligators](#)

[Koalas](#)

[Monkey](#)

[Tigers](#)

X

### Forms used for student assessments

[Student Assessment Milestone Form](#)

## 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:**

- [Curriculum Template](#)
- [Creative Curriculum Objectives](#)
- [Classroom Curriculum Objectives](#)
- [Center Philosophy Statement](#)
- [Lesson Plan Sample](#)
- [Annual Themes Each classroom selects from](#)
- [One in Christ Curriculum Outline and Chapel Guide](#)

**Comments:**

The center uses the objectives of Creative Curriculum as a framework to create lessons that meet the needs of the whole child. Weekly and monthly themes reflect our world around us and include the One in Christ Curriculum Lessons.

We supplement our curriculum with devotionals, bible stories and music.



## 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

Using the Bible daily and teaching Bible words

Sharing Bible stories in developmentally appropriate ways

Worshipping 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:**

- [One in Christ Curriculum Outline and Chapel Guide](#)
- [Prayer Board](#)
- [Christmas Door](#)
- [Mission Statement](#)
- [Hide and Seek Baby Jesus](#)
- [Scripture Posters](#)
- [Meal Time Prayers](#)
- [Chapel with Pastor Paul](#)
- [Christmas Program Video](#)
- [Classroom Jesus Time Video](#)
- [Lord's Prayer video](#)
- [Lesson Plan Sample](#)
- [Chapel](#)
- [Video](#)

**Comments:**

Following are statements of fact in support of the above noted rating for this standard;

1. Children and teachers pray before every meal.
2. Children have Jesus time worship in the classroom daily that brings God to life.
3. Children have chapel each week either in their classroom with Pastor Krentz or in the sanctuary led by the director and teachers.

4. Teachers explain how Jesus can help in everyday situations.
5. Children are invited to sing in church services quarterly each year and the ECC annual Christmas program.
6. Christian music is played throughout the day and Christian books can be found in all library centers.
7. Classrooms have a worship center with an altar, cross and activities to help children explore faith.
8. Throughout every aspect of the curriculum teachers find opportunities to share about faith in God.

**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:**

- [Curriculum Template](#)
- [Creative Curriculum Objectives](#)
- [Classroom Curriculum Objectives](#)
- [Center Philosophy Statement](#)
- [Lesson Plan Sample](#)
- [Minnesota Indicators of Progress](#)
- [Procare Assessment](#)
- [Parent Aware Rated](#)

**Comments:**

Open Arms curriculum has been approved by Parent Aware, which meets the standards set by the MN Department of Education.

**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:**

- [Art Materials](#)
- [Calendar](#)
- [One in Christ Curriculum Outline and Chapel Guide](#)
- [Chapel](#)
- [Sensory Table](#)
- [Group Time- Shapes](#)
- [Parachute Play](#)
- [Lesson Plan Template](#)
- [Toddler Schedule has activities that reflect philosophy](#)
- [VBS WEEK](#)
- [Calendar](#)

**Comments:**

Our curriculum provides experiences and activities that are geared towards meeting the needs of each child and the developmental growth of each age group. Activities and lessons are designed to create a foundation of faith and love for learning.

**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:**

- [Curriculum Template](#)
- [Light Table](#)
- [Tunnel Play](#)
- [Manipulative Play](#)
- [Turtles](#)
- [Penguins](#)
- [Alligators](#)
- [Koalas](#)
- [Monkey](#)
- [Tigers](#)
- Look I built an [airplane](#)

**Comments:**

Our lesson plans are designed to allow children to learn through play and allow them to make sense of the world around them. Through play children can develop social and cognitive skills, mature emotionally, and gain self-confidence. Each day free play time and outside time are scheduled and designed to be child centered and initiated.

**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:**

- [Magnet Lab](#)
- [Water Table](#)
- [Scarfs](#)
- [Garden](#)
- [Video of Large motor activities](#)
- [Art](#)
- [Fine Motor](#)

**Comments:**

Our curriculum and materials are age appropriate. The specific educational materials are modified to meet the needs of our students.

**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:**

- [Turtles](#)
- [Penguins](#)
- [Alligators](#)
- [Koalas](#)
- [Monkey](#)
- [Tigers](#)

**Comments:**

Classroom schedules are posted in each classroom as a visual plan for both teachers and children. We adhere to the schedule as closely as we are able, while allowing flexibility based on children's daily needs and the interest level of the students.

**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

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:**

- [Indoor activity](#)
- [Outdoor activity](#)
- [Large group activity](#)
- [Small group activity](#)
- [Individual activity](#)
- [Child-initiated activity](#)
- [Teacher-initiated activity](#)
- [Active play](#)

Daily Schedules for each classroom

- [Turtles](#)
- [Penguins](#)
- [Alligators](#)
- [Koalas](#)
- [Monkey](#)
- [Tigers](#)

**Comments:**

Our daily schedule allows us to balance activities and include indoor and outdoor play, large and small group activities, teacher-initiated activities and free play allowing the child to initiate the activity.

**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:**

- [Outdoor Clothings Chart](#)
- [Song file Box](#)
- [Helping Hands Song Card](#)

**Comments:**

Our daily schedules and charts posted in and around our classrooms guide us in making our transitions as smooth as possible. Our outdoor clothing chart shows the order we put on our winter gear in an effort to work on independence for our outdoor winter transition. Each classroom has a song box filled with songs we are learning and transition songs. At clean up time we sing songs to cue children on clean up time.

**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*

<input checked="" type="checkbox"/>	Met in Full (2)	<input type="checkbox"/>	Partially Met (1)	<input type="checkbox"/>	Not Presently Met (0)
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**List supporting evidence or practices:**

- [Ponds Park](#)
- [Family Board](#)
- [Family cultures shared when parents read to students](#)
- [Sign Language](#)
- [Whole Body Listening](#)
- [Birthday Charts](#)
- [Playground Rules](#)
- [Outdoor Clothings Chart](#)
- [Calming Cube and Activities](#)
- [One in Christ Curriculum Outline and Chapel Guide](#)

**Comments:**

One In Christ curriculum has themes that share how God created each of us unique. At this time we also discuss cultural differences. Our daily schedules are flexible to meet the varying needs of the children. For example some students may have a need for more large body physical activities and there are times we adjust schedules to accommodate these needs.

**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:**

- [Magnets](#)
- [Light Table](#)
- [Sorting](#)
- [Writing Center](#)
- [Sensory Table](#)
- [Finger Paint Art](#)
- [Petting Zoo](#)

**Comments:**

Children have the opportunity to use different writing tools, sorting objects, manipulatives and sensory items several times a week that involve the use of the five senses to explore and learn through their play with these materials in math, science, art and social activities. New materials supporting the curriculum are provided for each class room throughout the year as needed

**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
- Listening
- Observing
- Predicting
- Estimating
- Measuring
- Graphing
- Classifying

---

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

<input checked="" type="checkbox"/> Met in Full (2)	<input type="checkbox"/> Partially Met (1)	<input type="checkbox"/> Not Presently Met (0)
-----------------------------------------------------	--------------------------------------------	------------------------------------------------

---

**List supporting evidence or practices:**

- [Listening and Observing](#)
- [Observing](#)
- [Predicting](#)
- [Counting](#)
- [Matching](#)
- [Ramps](#)
- [Calendar and weather Observation/prediction](#)

**Comments:**

Children participate in science exploration and are asked "What will happen if and next" questions. Teachers help children create graphs. An example of this was done in the Tiger classroom. The teacher had 3 varieties of apples: red, green and yellow. Each child sampled each variety of apple and filled in a paper apple with their favorite flavor of apple. After the children colored in their favorite the teachers compiled a chart to display in the hallway to show what color "won." Our STEAM program is continuing to grow with hands on activities for developmental exploring.

**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

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:**

- [Talking about pictures](#)
- [Reading and telling stories](#)
- [Helping Hands](#)
- [Teaching finger plays](#)
- [Story Sequencing Puzzles](#)
- [Samples of Opposites Books Available in our Library](#)
- [Writing Center](#)
- [Video of open ended conversation between teacher and student](#)
- [Video](#) of teacher reading a book
- Class read snowman at night and followed with drawing their snowman
  - [Video](#)
  - [Picture](#)

**Comments:**

Rhyming songs are sung throughout the day; in the hallways, classroom, and lunch room. Many rhyming books are read often and rhyming chants are done before group time or before leaving the classroom. Teachers ask open ended questions and allow time for an honest response. Examples are “What do you know about restaurants?” or “How does this work?”. Stories with finger plays are often told to improve language and literacy development. Children participate in learning centers and group time daily. Writing and drawing materials are always available for self directed activities.

**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:**

- [Family Photos](#)
- [Birthday Board](#)
- [Multicultural Books](#)
- [Multicultural Toys](#)
- [Multicultural Photos](#)
- [Christmas Fun](#)
- [Fall Festival Dress Up](#)
- [Preschool Graduation](#)
- [All About me posters](#)

**Comments:**

Each classroom celebrates birthdays, graduations and holidays. We post pictures of the children's families and diverse cultures. There are books available about diverse cultures and languages. This is an area that we can continue to improve upon with dress up clothes, games and food from diverse cultures.

**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*

<input checked="" type="checkbox"/>	Met in Full (2)	<input type="checkbox"/>	Partially Met (1)	<input type="checkbox"/>	Not Presently Met (0)
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**List supporting evidence or practices:**

- [Ponds Park](#)
- [Lunch Time interaction](#)
- [Summer Petting Zoo](#)
- [Harvest Fest and Car Show](#)
- [Back to School Family Picnic](#)
- [Family Board](#)
- [Family cultures shared when parents read to students](#)
- [Sign Language](#)
- [Whole Body Listening](#)
- [Birthday Charts](#)
- [Service Projects](#)
- Dual Language books are available to children
- Multicultural pictures and play people are included in each classroom

**Comments:**

Teachers complete observations, have discussions with parents, and learn about each child's culture, strengths, and abilities to plan a curriculum that meets the individual needs of each child. We complete family service projects and go for walks in the neighborhood parks to learn more about our community. In the classroom teachers use educational resources and implement teaching strategies that reach the various cultures represented in their classroom.

**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:**

- [Puzzle Play with Teacher](#)
- [Dance Lessons](#)
- [Magic Show](#)
- [Teacher and Student Interaction](#)
- [Free Play](#)
- [Sensory play](#)
- [Lunch interaction with teacher](#)

**Comments:**

Questions are always welcome and encouraged from students by teachers on a daily basis. Allowing the children to interact with peers and adults build social relationships, which provides opportunity for friendship, empathy and sharing emotions. We believe positive interaction between adults and children allows for good communication and language skills to develop. Helping the children grow socially through interaction is a priority.

**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:**

- [Fall Dramatic Play](#)
- [Fall Art](#)
- [Snowman Art](#)
- [Music](#)
- [Dancing](#)
- [Door Art](#)
- [Take Home Family Art](#)
- [Christmas Program Singing](#)
- [Lesson Plans](#)
- [Children Art](#)
- Look I built an [airplane](#)

**Comments:**

Children are given the opportunity to participate in daily art experiences, play in dramatic play centers and listen to or play with musical instruments. We incorporate this into lesson plans and free play. A preschool teacher leads music daily to ease through clean up time, transitions and a smooth flow to our daily routines.

**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:**

- [Large motor activity](#)
- [Large group activity](#)
- [Small motor activity](#)
- [Manipulative Play](#)
- [Tunnel Play](#)
- [Parachute](#)
- [Writing](#)
- [Dancercise](#)
- [Jumping Jack Video](#)
- [Lesson Plans](#)

**Comments:**

Children are given the opportunity to participate in Soccer Shots and Dancercise, if parents choose to enroll. All children are able to play in the muscle room or outside to develop large muscle skills everyday. In the muscle room we dance, hop, skip and play many games that teach discipline and instruction such as red light- green light and Simon says. All classrooms have a variety of manipulatives, building blocks, magnets and writing materials for small motor development. See Pictures for examples.

**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:**

- [Gardening](#)
- [Hand Washing](#)
- [Breakfast and Snacks](#)
- [Lunch Menu](#)
- [Dancercise](#)
- [Jumping Jack Video](#)
- [Whole Body Listening](#)
- [Playground Rules](#)
- [Manners Posters](#)

**Comments:**

Teachers model and monitor proper handwashing techniques. All children and staff wash hands before and after preparing, serving and eating meals, and after wiping noses, using the bathroom and changing diapers. Children are offered nutritious meals and snacks that meet the USDA food guidelines. We have a garden for the children to plant, water and watch vegetables grow. It's so fun to watch the students reap the benefits of the work we put in. Children, staff, and adults are all reminded that only adults are to open and shut doors and gates. Tornado, fire, and lockdown drills are practiced monthly. Teachers sit at meals with children modeling healthy habits.

**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:**

- [Open Arms Screen Time Policy](#)

**Comments:**

Children under the age of 18 months are not exposed to visual media. Children older than 18 months are allowed to watch short educational clips or stories for a limited time and only with teacher lead interaction. For example, during STEAM the children have watched science videos such as explaining the life cycle of a firefly or how magnets work. These educational videos were followed by a hands-on activity. All videos are previewed by staff. All children are supervised while watching videos. All videos are under five minutes in length unless there is a special event approved by the director.

**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:**

- [Open Arms Screen Time Policy](#)

**Comments:**

We don't use passive visual media at Open Arms. We only use media for short educational clips or stories or for special events in which the content is previously reviewed and approved by our director and parents.

**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
- Parent / guardian interviews and input
- Developmental screening
- Documentation of children’s benchmarks and milestones

---

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

<input checked="" type="checkbox"/> Met in Full (2)	<input type="checkbox"/> Partially Met (1)	<input type="checkbox"/> Not Presently Met (0)
-----------------------------------------------------	--------------------------------------------	------------------------------------------------

---

**List supporting evidence or practices:**

- [Parent Handbook](#) - Conferences: Page 26
- [Parent/Teacher Conference](#)
- [Pre-Enrollment Conference Form](#)
- [Infant Developmental History Form](#)
- [Toddler Developmental History Form](#)
- [Preschool Developmental History Form](#)
- [Minnesota Indicators of Progress](#)
- [Procure Assessment](#)



#### 4.10 Peddles a tricycle or riding toys - **Mastery**

##### Observation

Tommy has mastered pedaling his trike! He loves to ride in the parking lot and go the full length,



The procare app allows for pictures and videos in the observation to allow for work sample pictures

##### **Comments:**

All children are observed, by classroom staff, for growth and development. Parent/Teacher conferences are held twice a year. Intake pre conferences are held with the lead teacher and parents before children start in a new classroom or begin at the center. Student work is documented by photo for samples, posted in the classroom and then sent home to parents.

**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:

- The [ECC Calendar](#) lists conference schedules.
- [Procure Assessment](#)
- [Parent Handbook](#) - Conferences: Page 13 and Page 36
- [Parent/Teacher Conference](#)
- [Pre-Enrollment Conference Form](#)
- [Conference Assessment](#)

4.10 Peddles a tricycle or riding toys - **Mastery**

 Observation

Tommy has mastered pedaling his trike! He loves to ride in the parking lot and go the full length,



**Comments:**

There are opportunities to communicate with parents about children's development and goals daily during drop off and pick up. All classrooms share assessments every 6 months, or 2 times per year, through parent/teacher conferences.

**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:**

- [Creative Curriculum Goals and Objectives](#)
- [Classroom Curriculum Objectives](#)
- [Parent/Teacher Conference](#)
- [Pre-Enrollment Conference Form](#)

**Comments:**

At conferences goals and objectives are discussed with parents and documented on conference forms. Lesson plans are posted in all classrooms. Learning goals and objectives also posted. All teachers review lesson plans, goals and outcomes daily. Lesson plans, goals and outcomes are frequently discussed with parents and parent teacher conferences and at drop off and pickup times.

**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*

<input checked="" type="checkbox"/>	Met in Full (2)	<input type="checkbox"/>	Partially Met (1)	<input type="checkbox"/>	Not Presently Met (0)
-------------------------------------	-----------------	--------------------------	-------------------	--------------------------	-----------------------

---

**List supporting evidence or practices:**

- [Creative Curriculum Goals and Objectives](#)
- [ECC Calendar](#)

**Comments:**

As a staff, we meet monthly for staff meetings and twice annually for a full day to evaluate the year including reflecting on the curriculum. We make changes to the program if necessary and update any changes we see as important for the success of the students and staff.

**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".

- A. Are the Required Responses complete? (YES / NO)
- B. Is the Required Evidence complete? (YES / NO)
- C. Are the Required Indicators of Success met? (YES / NO)
- D. Are ratings and comments provided for all REQUIRED and GENERAL Indicators of Success? (YES / NO)
- E. Are proposed actions provided for GENERAL Indicators of Success that are partially met or not presently met? (YES / NO)

**F. Based on evidence, what are the strengths of the school related to Standard 8?**

Open Arms Christian ECC provides a Christ Centered program that meets the needs of each child in our care. The creative curriculum and Minnesota indicators of progress guide the teachers in creating curriculum and assessing children. The addition of One in Christ has strengthened the faith education of students and families.

**G. 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.**

**H. What is the school's rating for all Indicators of Success for Standard 8?**

INDICATOR	RATING
8:01*	2
8:02	2
8:03	2
8:04	2
8:05	2
8:06	2
8:07	2
8:08	2
8:09	2
8:10	2
8:11	2

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.

<b>8:12</b>	2
<b>8:13</b>	2
<b>8:14</b>	2
<b>8:15</b>	2
<b>8:16</b>	2
<b>8:17</b>	2
<b>8:18</b>	2
<b>8:19</b>	2
<b>8:20</b>	2
<b>8:21</b>	2
<b>8:22</b>	2
<b>8:23</b>	2
<b>8:24</b>	2
<b>8:25</b>	2
<b>Total Points:</b>	50

<b>Total Number of Indicators Rated</b> <i>(Subtract any Indicators marked as "N/A" from total Indicators possible)</i>	25
<b>Total Number of Points Possible</b> <i>(Total Number of Indicators Rated x 2)</i>	50

## 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.**

- This past year, we have implemented a board in the turtle room with individualized activities developed to support each child in meeting developmental milestones.
- Updated lesson plans in each department
- Implemented the Procare Assessment based on the Mn State ECIPS 2017 birth-5
- We have also turned our toddler rooms into mixed age groups 16 months-33 months instead of a younger room 16-24 months and older room 24-33 months.



## 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.

X

### Forms used to communicate with families

#### Open Arms uses the Procure Connect for family communication

The screenshot displays a messaging interface with the following content:

**Header:** Fotsso, Zentajj  
Ashley Fotsso, Jay Fotsso & Staff

**Message 1 (07:36 AM):**  
Please enter on the church side. The doors to the sanctuary will not be open until 4:30 due to practice happening before the program.  
All children will be released to you as soon as the program is over at approximately 5:30.  
Dinner is being served immediately following the program in Fellowship Hall. Everyone who attends the program is welcome to stay for dinner.  
We have been working hard on our program and are very excited to sing for you!  
We hope to see you all tonight! 🎵 🙏

**Date Separator:** December 7, 2023

**Message 2 (01:03 PM):**  
Abby Morelan  
Hello all:  
We seem to be having trouble with the internet speratically during the day today. If you are not receiving updates it is because of this. We will be sure that everything is up to date once it is working properly. We do seem to be receiving messages though and emails but they are a bit delayed. Thank you for your patience and have a good afternoon. If you need anything urgently please call the front desk.

**Date Separator:** December 21, 2023

**Message 3 (10:53 AM):**  
Abby Morelan  
Good Morning!  
One of the children found a set of keys on the playground. Please let us know if anyone is missing keys.


**Date Separator:** January 5

**Message 4 (04:02 PM):**  
Dawn Regan  
As an elected board of Holy Emmanuel Lutheran Church, the Board of Early Childhood Education exercises oversight of the Open Arms Christian Early Childhood Center, along with its administration.  
Recently an allegation of inappropriate behavior between students in the Tiger preschool room was brought to our attention. An investigation is currently underway in accordance with the policies of the Minnesota Department of Human Services to address the issue and do everything we can to ensure the safety and well-being of all the students at Open Arms.  
We ask for your understanding throughout this trying process and pray we will all respect each other and protect each family's good name and reputation.  
Once the investigation is completed, we will follow through on the directives from the Minnesota Department of Human Services.  
Cordially, in your service,  
The Board of Early Childhood Education


**Date Separator:** January 9

**Footer:** Type your message


**Daily Summary**  
Zentaji Foto  
01/23/2024





---

 **Sign-Ins**  
Signed in to Turtles at 8:18 AM


---

 **Naps**  
Started nap at 10:55 AM.


---


 **Meals**  
Zentaji ate most of the am snack. @10:20 AM

---

 **Bathroom**  
Zentaji's wet diaper was changed, diaper cream applied.  
@9:18 AM  
Zentaji's wet diaper was changed, diaper cream applied.  
@10:45 AM

---

 **Photos**



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X

**Curriculum framework**

- [Creative Curriculum Goals and Objectives](#)
- [Minnesota Indicators of progress Birth-5](#)
- [Classroom Curriculum Objectives](#)

X

**Daily schedules**

- [Turtles](#)
- [Penguins](#)
- [Alligators](#)

[Koalas](#)

**Assessment materials**

[Procure Assessment Based on MN state Early Childhood Standards](#)

[Diaper changing procedure](#)

**Documentation that staff working with infants / toddlers are trained in “safe sleep” practices and “shaken baby syndrome”**

[2023 Yearly In-Service Training Record](#)

[Child care license](#) / certificate indicating the program is certified to provide infant / toddler care in accordance with state licensing regulations

**Policies regarding sanitation**

[Rule 3 Health and Safety Policies- Section III Page Page 8](#)

## 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.**

  
YES  
NO

List supporting evidence or practices:

Communication with consultant for crib room site and sound requirements

 **Rachel Jeppesen**  
to me ▾ Fri, Dec 22, 2023, 11:02AM ☆ ↶ ⋮

just so it is in writing.  
you meet the required standard- state in there that MN state licensing also requires this and you meet that requirement with the windows for sight and the door open for hearing. If you want to add a monitor that is also another level of supervision plus the requirement of a staff walk-through every 5 minutes.

Rachel Jeppesen  
Kraft Koop  
320-220-7332  
⋮

- [Crib room Door and windows for site and sound supervision](#)
- [Crib Room Check](#)
- There is a baby monitor that is on during the entire hours of daily operation
- [Rule 3 Health and Safety Policies](#)- Section V. Nap and Rest Policy – Page 2
  - Policies for sight and sound supervision
- [Childcare Program Plans](#)- policy for sight and sound supervision
- [Risk Reduction Plan](#)- sight and sound supervision - Section VIII Page 1

### Comments:

Open Arms is Licensed by the Minnesota Department of Human Services and the crib room and policies are approved. The following are the policies followed for site and sound supervision while children are napping in the crib room;

- There are large windows to see the cribs and the door is open at all times
- The baby monitor is on during hours of operation
- The staff complete crib checks every 10 minutes

In the infant room while children are playing and eating, staff are required to maintain sight and supervision at all times.

In the toddler rooms, staff are required to maintain sight and sound supervision at all times.

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.

YES

NO

**List supporting evidence or practices:**

- [Rule 3 Health and Safety Policies](#)- Section V. Nap and Rest Policy – Page 2
- [Monthly crib check and annual consumer safety check](#)
- [Infant Less Than Six Months of Age Regularly Rolling Over form](#)

**Comments:**

The infants in the turtle room all have firm mattresses that fit the cribs. They are only allowed to nap with a sleep sack and a pacifier if they use them. We lay all infants down on their backs and if they are under 6 months old we will roll them back to their backs unless we have a signed roll over form from the parents.

Crib checks are completed monthly by the infant room lead teacher. In addition, the consumer safety production website is checked annually to ensure cribs are not recalled.

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.

YES

NO

List supporting evidence or practices:

[Rule 3 Health and Safety Policies- Section II Emergency and Accident Policies – Page 1](#)  
[2023 Yearly In-Service Training Record](#)

Comments:

All staff are required to complete CPR/first aid training within 90 days of employment. Prior to completing this training they are supervised.

## 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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Rose Ann Sullivan Lead Teacher Turtles](#)
- [Paula Bjornson Lead Teacher Penguins](#)
- [Jamie Norwick Lead Teacher Alligators](#)
- [Destiny Romanowski Lead Teacher Koalas](#)
  - [Variance](#)

**Comments:**

The Lead teacher in each classroom meets the requirements for education and experience required through the Minnesota Department of Human Services or have a Track 1 variance while completing CDA courses.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Linda Trocke- Teacher Turtles](#)
- [Isiah Dubois- DHS Variance Teacher Penguins](#)
  - [Variance](#)
- [Kaetlyn Kaiser- Assistant Teach Alligators](#)

**Comments:**

The Assistant teachers in each classroom meet the requirements for education and experience required through the Minnesota Department of Human Services or have a Track 1 variance while completing CDA courses.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

List supporting evidence or practices:

- [Two Way Radios](#)
- [Phone in each classroom](#)

Comments:

The teachers have phones mounted on the wall in all the rooms and they have two-way radios that can be used to communicate with other teachers or staff. The two-way radios go with staff whenever they take children out of the room such as to the playground or muscle room. If a classroom goes for a walk to the park they are required to have two teachers and take a cell phone in case of emergency.

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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Parent Survey](#)
- [Teacher child interaction pictures and videos](#)
  - [Picture 1](#)
  - [Picture 2](#)
  - [Picture 3](#)
  - [Video](#)

**Comments:**

When families start they have a pre-conference to see the room and meet the teachers. Lead teachers review what will be needed on their first day and how the day will look for their child. The relationship grows through one on one conversation at drop off and pick up times. The teachers also send home notifications during the day, using Procure, about feedings, diapers and naps. Photos/videos are used too.

**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*

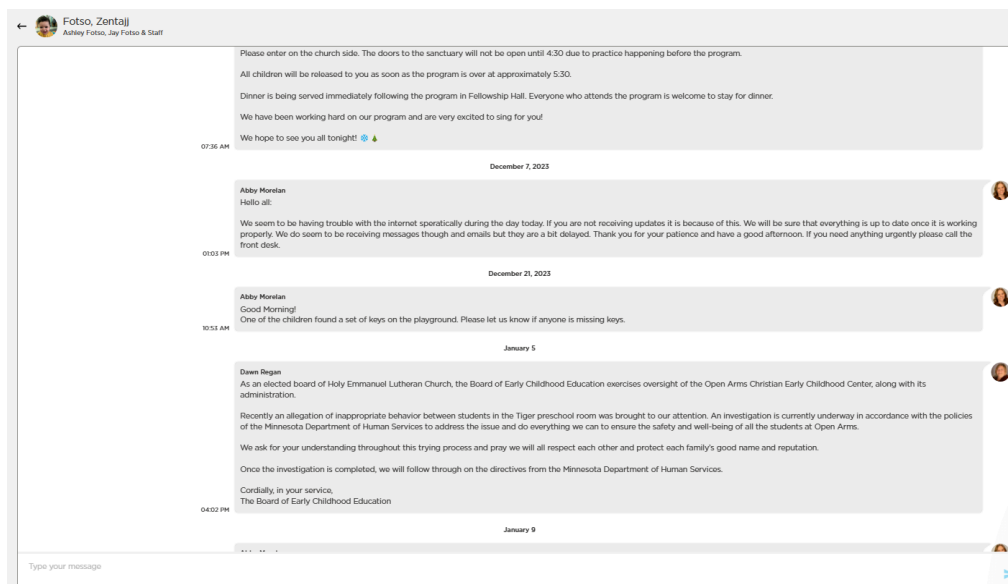
Met in Full (2)

Partially Met (1)

Not Presently Met (0)

**List supporting evidence or practices:**

- [Developmental History](#)
- [Infant Letters](#)
- [Pre-conference forms](#)
- [Meal Forms](#)
- Procare Communication App



**Comments:**

When a baby starts, caregivers and families establish how often they have a bottle and when they start solid food. We work with the parents to establish a time to have the meal(s) that works for the child, and adjust as the child grows. As the needs change, the staff will communicate what is working and what might have to be changed as the child develops or when they are getting ready to move up to the next room.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Family picture board in classroom](#)
- [Developmental Histories](#)

**Comments:**

Caregivers talk to parents about concerns they may have and give them insights about things noticed while the child is at school. We love for parents to share cultural differences. We incorporate what we can to help the child adjust to the changes that daycare can bring.

**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*

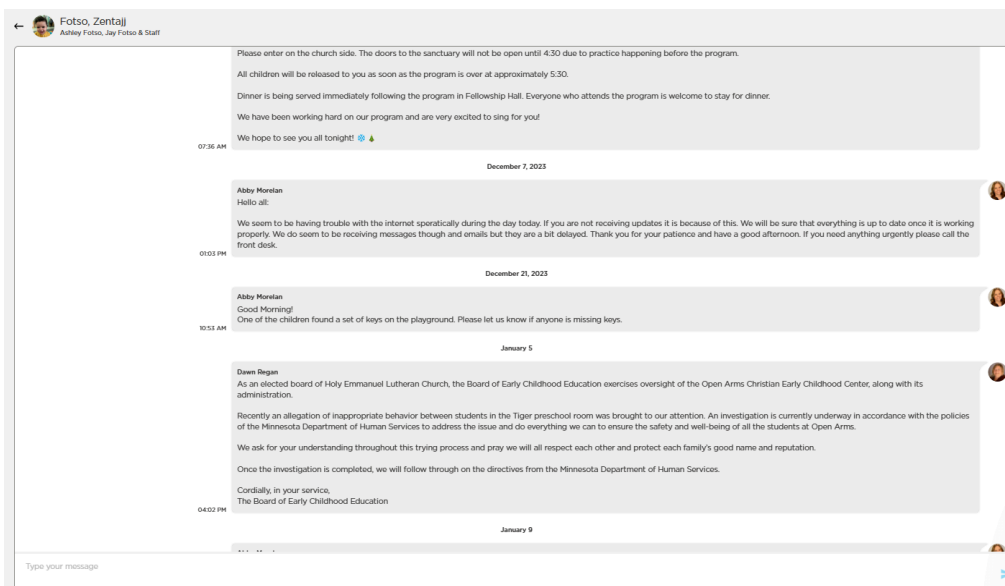
**Met in Full (2)**


**Partially Met (1)**

**Not Presently Met (0)**

**List supporting evidence or practices:**


- [Infant Letters](#)




 **Procure**

**Daily Summary**  
Zentaji Fotoso  
01/23/2024


---

 **Sign-Ins**  
Signed in to Turtles at 8:18 AM


---

 **Naps**  
Started nap at 10:55 AM.


---


 **Meals**  
Zentaji ate most of the am snack. @10:20 AM

---

 **Bathroom**  
Zentaji's wet diaper was changed, diaper cream applied.  
@9:18 AM  
Zentaji's wet diaper was changed, diaper cream applied.  
@10:45 AM

---

 **Photos**



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**Comments:**

Teachers greet parents by name each day and communicate with them at drop off and pick up. They share what children are working on at school with a monthly newsletter. If we notice things that might need the parents attention we communicate in writing on the app. We are always talking with the parents about where the child is developmentally.

**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:**

Food and fluid offered; food and fluid taken

Time of diaper changes

Mood of child

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***

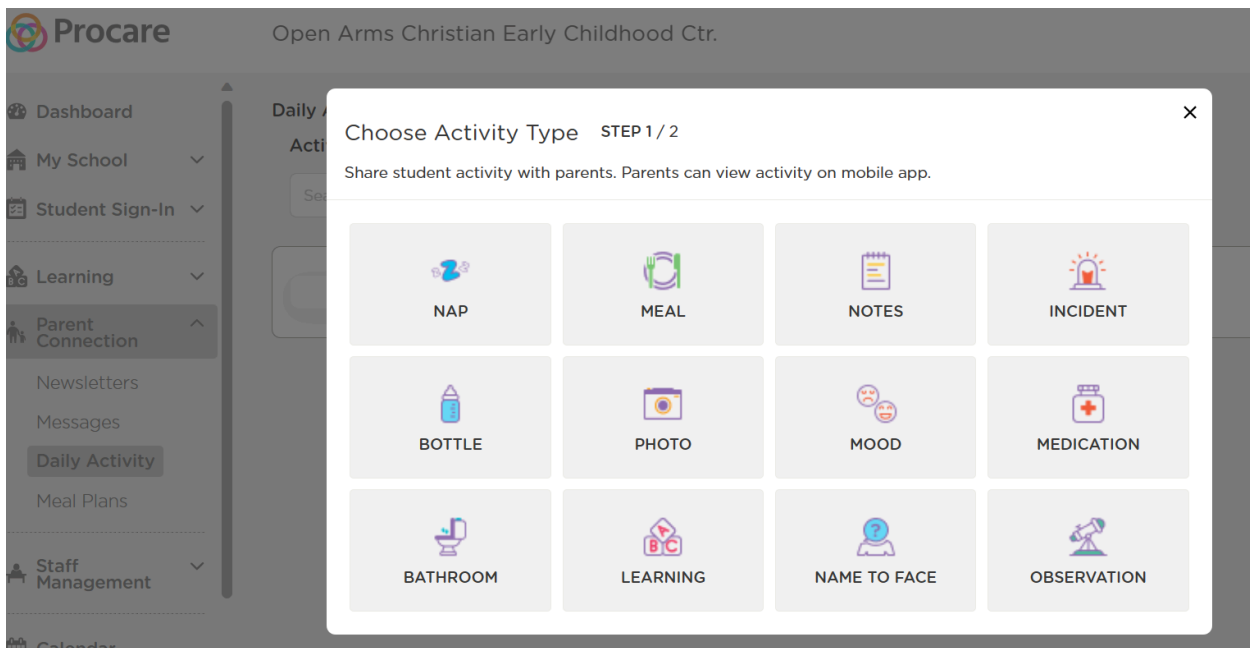
**Met in Full (2)**

**Partially Met (1)**

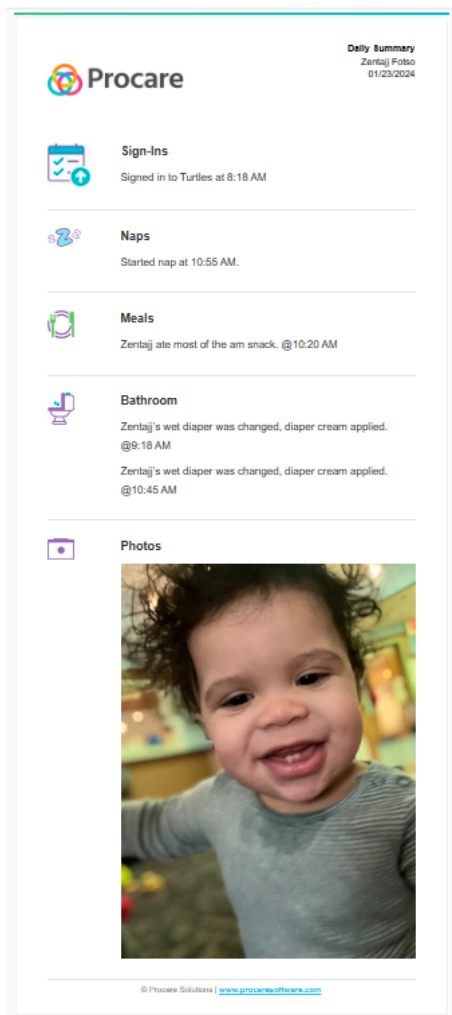
**Not Presently Met (0)**

---

**List supporting evidence or practices:**







**Comments:**

Caregivers communicate each child's daily activity and mood through the Procure parent communication app.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Licensing MN Rule 3 age category requirements](#)

**Comments:**

Infant classrooms, Turtles and Penguins teachers work together in both rooms of the department to establish and maintain consistency among staff in that age group.

**Turtle classroom children are 6 weeks-12 months**

**Penguin Classroom children are 12 months-18 months** old. To help children transition to toddlers they sit at a table for meals and sleep on a cot. According to licensing requirements children are unable to move to this room before 12 months and are required to move to toddlers by 18 months of age because they can no longer combine with infants after 18 months.

**Alligator and Koala classroom children are 16 months-33 months**

Toddler staff in the Alligators and Koala room work together in both rooms of the department to establish and maintain consistency among the staff for children in that age group.

The center makes every effort to keep children with the same caregivers and for at least 9 months but licensing age requirements may have an impact.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Schedule indicating which teacher is assigned to each classroom](#)
- [Specific teachers are assigned to plan for specific children in the infant department.](#)

**Comments:**

Each department has a set group of teachers that work in the department and in each classroom. Each room has a set of teachers, assistant teachers or aides that primarily work in that room. We have floats that come to do breaks in infants and toddlers but we try to keep the same float staff doing a department break.

**The teachers in the Turtle and Penguin room work in both classrooms:**

Turtle Room: Rose Ann (LT), Linda (T), Kelly (EA)

Penguin Room: Paula (LT), Isaiah (T variance while completing CDA)

**The teachers in Alligators and Koalas work in both classrooms:**

Alligator Room: Jamie (LT), Katelyn (T)

Koala Rom: Destiny (LT Variance while completing CDA, Suneela (A)

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Video of teacher interacting affectionately with babies](#)

**Comments:**

While helping children, teachers use eye contact, facial expressions and body language to help the children learn correct behaviors. Such as while changing a diaper, teachers talk to the baby about what they are doing or talk about what they see in the mirror that is suspended above them in the turtle room.

**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:**

- [Video of teacher interacting affectionately with babies](#)
- [Video in toddler classroom at Jesus time](#)
- [Evidence Photo 1](#)
- [Infant Bottle Time](#)

**Comments:**

We talk to the babies throughout the day while doing daily care routines, this includes singing and playing with them. We also have face-to-face interactions with the children while we do their individualized activities. We encourage the babies to interact with each other.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Evidence Photo 1](#)
- [Infant Bottle Time](#)
- [Toddlers](#)
- [Toddlers](#)
- [Video](#)

**Comments:**

During daily caregiving times we engage infants and toddlers in face to face and one-on one conversations.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [In picture Miss Katelyn comforted a child during Jesus time in her lap that was sad](#)
- [Accident Report training](#): States providing comfort to injured child

**Comments:**

When a child is in distress teachers quickly respond to the child to provide comfort and any additional care that is needed.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Video of staff responding to a child trying to get their attention](#)
- [Teaching children sign language](#)

**Comments:**

Teachers look for signs of what the child needs, such as, when a child is rubbing their eyes and yawning we know that the child is getting ready for a nap. Older infants will look towards the food counter when they are hungry for a bottle or they will start to sign milk or eat. Infants and toddler are taught sign language to help children communicate needs, prior to verbal communication.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Video of staff responding to a child trying to get their attention](#)

**Comments:**

Caregivers respond to a baby that is babbling across the room, so that the baby knows that when they speak they are heard. They mimic the baby's facial expressions and mimic the babbling .

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Children are interacting with each other while participating in an activity planned and executed by staff](#)
- [Video](#)

**Comments:**

Caregivers verbalize what friends are doing, such as child A is giving child B a doll, or talk about how a friend is playing with a toy and that they can have a different one. When children are playing together or near each other teachers offer support by modeling communication. For example if two children want the same toy they will help child 1 ask child 2 to play with the toy using their words.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Children interacting with each other after being placed near each other by staff.](#)

**Comments:**

Babies are placed by each other so they have the opportunity to interact with each other. Babies are encouraged to celebrate the achievements of their friends. Such as, when a baby crawls or stands independently we encourage them to clap for their friend.

During freeplay toddlers typically are involved in parallel play and teachers help children communicate words to facilitate taking turns with toys and redirecting as needed.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Video of teacher positively interacting with students.](#)
- [Playtime Sign Language](#)
- [Tucker the Turtle](#)

**Comments:**

Babies are taught to use gentle hands when interacting with friends. When a baby is upset caregivers work with them to help find a method to soothe themselves. This could be helping the baby take deep breaths (for older infants) to help calm them down or taking a minute to rock with the baby. Sometimes distraction can help a child calm down as well.

Toddlers are taught sign language and the use of words that help them with social interactions with friends to include taking turns, asking friends to stop, asking friends for toys, and using gentle hands. To assist with emotional regulation children are encouraged to choose to take a break in a quiet area of the room alone and to take deep breaths to help calm themselves (blow a bubble). Tucker the turtle is normally used in preschool classrooms but the sign with Step: 1 Stop, Step 2 Tuck and Step 3: Think/take a deep breath is slowly introduced with toddlers.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Video](#)

**Comments:**

Toddler staff use many different methods of conflict resolution. Some of those methods include songs about feelings and how to express those feelings without conflict or aggression. Another form of resolution is that they redirect children to different activities or toys to help break that cycle of the conflict. Sometimes a change of scenery such as a walk or taking the group to a different space can help with this as well. Caregivers assist children with using words and negotiating social interactions.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Help Me Grow](#)- School District
- [Center for Inclusive Childcare](#)
- [Behavior Guidance](#)-Section I . Behavior Guidance – Page 1

**Comments:**

The behavior guidance policy includes communicating with parents and developing a plan to address challenging behaviors. When professional help is needed both the school district and center for inclusive childcare.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Picture of child sleeping in a crib](#)
- [Nap and Rest Policy](#)-Section V. Nap and Rest Policy

**Comments:**

We only allow the use of sleep sacks and pacifiers in the cribs if needed. No other items are allowed in a crib at any time.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Nap and Rest Policy](#)-Section V. Nap and Rest Policy

**Comments:**

Babies are given 5-15 minutes to work on putting themselves to sleep starting around 4 months of age. After that time if they have not fallen asleep we will help calm them down. If they wake up earlier than usual we will give them time to see if they go back to sleep. It is important for babies to have their needs met but also learn to self sooth.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

List supporting evidence or practices:

- [Picture of child sleeping in a crib](#)

Comments:

The sides of our cribs are fixed; they do not move.

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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

---

**List supporting evidence or practices:**

- [Picture of a child sleeping in a crib](#)
- [HCCC Rule 3 Policies](#)-Section II. Emergency and Accident Policies – Page 14

**Comments:**

We do not use any of the above in the turtle or penguin room.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [HCCC Rule 3 Policies & Procedures Section III Page 6](#)

**Comments:**

Policies are followed for use of gloves and disposal of contaminated items.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Diapering area in infants](#)- end of day lid is propped open but during the day it is closed tightly
- [HCCC Rule 3 Policies & Procedures Section III Page 6](#)

**Comments:**

In each room the diaper pail has a tightly closed lid that is foot operated. Diapering materials are kept out of reach of children or in locked cupboards.

**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:**

Diapers are checked every two hours and changed when wet or soiled

Equipment and furnishings for diaper changing and changing soiled underwear are located away from food preparation areas

Hand washing sinks are within arm's length distance of changing tables

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***

**Met in Full (2)**

**Partially Met (1)**

**Not Presently Met (0)**

---

**List supporting evidence or practices:**

- [HCCC Rule 3 Policies & Procedures Section III Page 6](#)
- [Rule 3 requirements for diapering area](#)

**Comments:**

Handwashing sinks meet licensing requirements and are within 3 ft or arms length of all changing tables. The diapering area is away from the food prep space. Caregivers check diapers every 2 hours or when soiled. One hand is kept on a child at all times while changing diapers.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [HCCC Rule 3 Policies 7 Procedures Section 3 page 6](#)

**Comments:**

The 3 step process is used to clean all of the diaper changing areas. This consists of spraying with soapy water then wiping with a rag or paper towel. Then the surface is sprayed with water and the surface is wiped. Finally diluted bleach water is sprayed, letting it sit for no less than 2 minutes and letting it air dry or wiping the area.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Infant/Toddler Cleaning List](#)
- [Custodian Cleaning List](#)
- [Closing Checklists](#)

**Comments:**

We wipe down the bathroom at the end of each night as part of closing and sprayed with bleach. The custodians clean the bathrooms toilets daily.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Infant closing checklist](#)

**Comments:**

Pacifiers that are contaminated are washed and sanitized before we give them back to the infants. We also sanitize the pacifiers at the end of the day by spraying them with bleach water. At the end of the week we collect all the pacifiers to wash them in the dishwasher in the kitchen.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Infant closing checklist](#)
- [Cleaning Checklists](#)
- [HCCC Rule 3 Policies](#) Section III. Health Policies – Page 11

**Comments:**

All equipment and toys are washed a minimum of one time per week and when contaminated.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Infant closing checklist](#)
- [HCCC Rule 3 Policies](#) Section III. Health Policies – Page 11
- [Cleaning Checklists](#)

**Comments:**

We hand wash toys that are contaminated by other children before returning them to the children. We also use the commercial dishwasher to wash toys.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Infant closing checklist](#)
- [HCCC Rule 3 Policies](#) Section III. Health Policies – Page 11

**Comments:**

After each use the highchairs are sanitized with three step process (soapy water, water, bleach).

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Classroom Safety Checklist](#)

**Comments:**

Equipment and play material are regularly checked for hazards. Any broken toys or equipment are repaired or discarded.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

Furniture is safe for infants and toddlers

- [Picture 1](#)
- [Picture 2](#)

**Comments:**

We anchor any furniture that may be pulled over by infants or toddlers to the wall or keep it out of reach.  
Furniture is designed and rated for the age group that it is used for.

**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:**

Books

Fine motor and manipulative toys

Gross motor climbing equipment that enables children to climb up, in, over and around

Sensory items

Duplicate toys

---

*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:**

- [Classroom Library](#)
- [Sensory play](#)
- [Toys in Infant Classroom](#)
- [Picture of children playing in "pool" in classroom](#)

**Comments:**

We have both board books and cloth books for the babies. We also have multiple toys for items that are played with often. We have a variety of fine motor and manipulative toys. We provide sensory items to the babies. In the turtle room we have a turtle pool that they can climb in and out of. For large motor we have tunnels for the classroom and a large muscle room.

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

**9:41: Toddler rooms are equipped with:**

[Child-size tables and chairs](#)

[Riding toys](#)

[Art easel with paint and paper](#)

[Sensory table and equipment](#)

[Blocks and accessories](#)

[Dramatic play equipment](#)

[Art materials](#)

Musical instruments

**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:**

- [Classroom Equipment lists](#)
- [Playground/riding toys](#)
- [Easels](#)
- [Sensory Tables](#)
- [Child Size tables and art materials](#)

**Comments:**

Toddler rooms are all fully equipped with all of the things required and necessary for children of that age group to learn, grow and explore in a safe and inviting space.

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

**9:42: Infant and toddler materials and equipment encourage:**

Exploration and experimentation

Discovery

Sensory and motor learning

Reinforcement of developmental skills

Self-initiation

---

***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:**

- [Classroom Equipment lists](#)
- [Video](#)
- [Push Toys](#)
- [Tunnels](#)
- [Light Table](#)
- [Infant Classroom](#)

**Comments:**

Classrooms meet and exceed the material requirements of licensing.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Picture 1](#)
- [Picture 2](#)

**Comments:**

The toys on the shelf are reachable for the infants and toddlers.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Picture 1](#)
- [Picture 2](#)
- [Classroom Library](#)
- [Library and Jesus area in toddler room](#)

**Comments:**

The room is set up into different areas of play for both quiet play and exploration.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Diaper and personal belonging storage](#)
- [Cubby storage area](#)

**Comments:**

In all the infant and toddler rooms there are separate places to store diapering materials for each child and another place for extra clothing. All are labeled with the child's name. Each child has their own cubby in their room for any bag or coat they might bring in.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Crib Picture](#)
- [Cots](#)
- [HCCC Rule 3 Policies](#)- Section V. Nap and Rest Policy – Page 1

**Comments:**

Each child has their own rib or cot to sleep on, which is labeled with their name. If Part Time children that attend different days are required to share it is cleaned between each use.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

List supporting evidence or practices:

- [Mirrors](#)

Comments:

Each of the classrooms meet the mirror requirements.

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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

List supporting evidence or practices:

- [Picture of gliders](#)

Comments:

Gliders meet state licensing requirements for children safety.

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*

<input checked="" type="checkbox"/>	Met in Full (2)	<input type="checkbox"/>	Partially Met (1)	<input type="checkbox"/>	Not Presently Met (0)
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**List supporting evidence or practices:**

- [HCCC Rule 3 Policies- Section II. Emergency and Accident Policies – Page 14](#)

**Comments:**

Pacifiers are only used in the infant rooms during nap times and are not attached.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Cubby storage area](#)
- [Car Seat Storage picture](#)

**Comments:**

Infant car seats hang up in the back of the crib room out of reach from babies. Diaper bags from home are not stored in child's cubbies in the toddler rooms.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [HCCC Rule 3](#) -Section II. Emergency and Accident Policies – Page 4
- [Choke tubes are located in the infant and toddler classrooms](#)

**Comments:**

Each room has a choke tube tester to make sure we do not have anything that is small enough to choke for a child to choke.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [HCCC Rule 3](#) -Section II. Emergency and Accident Policies – Page 3

**Comments:**

All electrical cords are secured to the wall or are put away during the day out of children's reach.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Playground age rating sign](#)
- [Toddler Playground](#)

**Comments:**

Toddlers and infants have their own playground to play on, in the courtyard between the school and church.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [HCCC Rule 3-](#)
  - Section II. Emergency and Accident Policies – Page 4
- Subp. 3. **Water hazards.** Swimming and wading pools, beaches, or other bodies of water on or adjacent to the site of the residence must be inaccessible to children except during periods of supervised use. Wading pools, as defined in chapter 4717, must be kept clean. When children use a swimming pool, as defined in chapter 4717, or beach, an attendant trained in first aid and resuscitation shall be present. Any public swimming pool, as defined in chapter 4717, used by children must meet the requirements of chapter 4717.

**Comments:**

Rule 3 changed their requirements regarding water play; however, Infants and toddlers do not have access to containers/ wading pools that contain liquids.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Picture of gate in turtles](#)
- [Picture of door in Penguins/Alligators](#)
- [Picture of door in koalas](#)

**Comments:**

Turtles have a gate that prevents children from going into the diapering area.

Penguins and alligators have dutch doors that keep the children from the bathroom area.

Koalas have a door that they close when the bathroom is not in use.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [HCCC Rule 3-Section II. Emergency and Accident Policies – Page 14](#)

**Comments:**

Baby walkers are not used at the center per licensing policies

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Infant feeding plans](#)

**Comments:**

The feeding plans are private and are kept under their food bins. They are signed by parents and include information about bottle amount and schedules and food they have been offered at home and can be given to infants. Until a child turns one year of age all food is provided by parents.

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

**9:58: The center supports breast feeding by:**

Accepting, storing and serving breast milk

Accepting breast milk in ready-to-feed containers labeled with date and infants' name

Storing breast milk no longer than 48 hours (24 hours if previously frozen)

Requiring staff to gently mix (not shake) breast milk before serving

Providing a comfortable place for breastfeeding

---

*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:**

- [HCCC Rule 3-](#)
  - [Section II. Emergency and Accident Policies – Page 4](#)
- [Risk Reduction Plan](#)
- [Comfortable place for breastfeeding](#)

**Comments:**

The turtle classroom takes milk in ready to feed bottles labeled with the child's name and the date it was expressed or thawed. Any uneaten milk is sent home at the end of the day. We will gently swirl the bottle of breastmilk to mix the fat back into the milk. If a parent wants to breastfeed on the premises there is a private space in the community room for parents and staff.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [HCCC Rule 3](#)-Section III. Health Policies – Page 12
- [Letter to parents about bringing prepared bottles](#)

**Comments:**

All bottles are prepared at home and stored in the refrigerator until use.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

List supporting evidence or practices:

- [Infant department Welcome Letter](#)

Comments:

We do not wash any bottles here at the center. All bottles are sent home to be washed at the end of the day.

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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Picture of bottle warming](#)
- [HCCC Rule 3](#)
  - Section II. Emergency and Accident Policies – Page 3
  - Section III. Health Policies – Page 12

**Comments:**

We do not warm food or bottles in a microwave. We check the water temp in the morning to make sure it is not hotter than 120 degrees. Bottles are warmed in a cup with tap water.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [HCCC Rule 3](#) -Section III. Health Policies – Page 11

**Comments:**

We feed the infants when they seem hungry.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

List supporting evidence or practices:

- [HCCC Rule 3](#)
  - Section III. Health Policies – Page 10
  - OSHA– Page 11

Comments:

We wash our hands before and after feeding Children.

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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [HCCC Rule 3](#) -Section III. Health Policies – Page 11

**Comments:**

Caregivers hold infants while feeding bottles. Occasionally an infant is fed from a bouncy seat if they have struggled with taking bottles while being held by staff and it appears they take the bottle better when sitting in the seat with the staff holding the bottle and interacting with them.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [HCCC Rule 3](#) - Section III. Health Policies – Page 12

**Comments:**

Formula is discarded after 1 hour. . We do not open breast milk bottles and any remaining milk is placed in the back in the refrigerator for the parents to discard at home.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [HCCC Rule 3](#)
  - Section III. Health Policies – Page 11
  - OSHA– Page 23

**Comments:**

Toddlers are offered disposable cups between meal times and at meal times clean reusable cups are offered.

**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:**

- 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:**

- [Choking hazards policies from A-Z Manual](#)
- [Policy for cold lunches and size for food to be cut](#)

**Comments:**

All foods listed above are not served to children in the center unless they are on the list of allowed foods and are cut to the proper size. The size of food to be cut is given to the parents upon their decision to bring a cold lunch and posted in the kitchen for all to reference. The people that are trained to work in the kitchen are also specifically trained on this policy. Open Arms is a nut aware center and does not serve nuts due to allergies.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Choking hazards policies from A-Z Manual](#)
- [Policy for cold lunches and size for food to be cut](#)

**Comments:**

Staff cut up food for infants and toddlers that are the appropriate size according to the guidelines.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Sleep Schedules](#)
- [Childcare Program Plans- See schedules](#)
- [Infant Developmental History](#)

**Comments:**

We follow the infant's cues in regards to eating, sleeping, and diapering.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Picture of children being read to and having a group time](#)
- [Video](#)
- [Video](#)
- [Program Plans](#)
- [Lesson Plans](#)

**Comments:**

Music, songs, finger plays, and stories are included in each day.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Program Plans](#)- see schedules
- [Playground](#)
- [Large Muscle Activities](#)

**Comments:**

Each day weather permitting children play outdoors on the playground. The muscle room has a variety of large motor activities.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [One in Christ Curriculum Outline and Chapel Guide](#)
- [Creative Curriculum Objectives](#)
- [Turtle](#)
- [Penguin](#)
- [Koala](#)
- [Alligator](#)

**Comments:**

Creative curriculum is the framework for our curriculum. One in Christ infant and toddler is used for the faith component of our curriculum.

**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:**

- Is predictable and yet flexible
- Is responsible to the individual needs of children
- Encourages the development of self-help skills
- Provides time and support for transitions
- Provides time for indoor and outdoor play
- 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*

<input checked="" type="checkbox"/>	Met in Full (2)	<input type="checkbox"/>	Partially Met (1)	<input type="checkbox"/>	Not Presently Met (0)
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**List supporting evidence or practices:**

- [Turtles](#)
- [Penguins](#)
- [Alligators](#)
- [Koalas](#)

**Comments:**

Each room has a flexible schedule that is used to guide the day. Teachers make adjustments to planned lessons for children that need extra support. They also tell the children about upcoming transitions to better prepare them for the change in activity.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Koala](#)
- [Alligator](#)
- [Art](#)
- [Manipulatives](#)
- [Puzzles](#)
- [Chapel with Pastor Paul](#)
- [One in Christ Curriculum Outline and Chapel Guide](#)

**Comments:**

Curriculum in toddlers has Jesus time for spiritual development, play time that is used to develop social emotional skills, physical, and cognitive development. As well as learning activities and art.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Open Arms Screen Time Policy](#)

**Comments:**

We do not allow screen time in infants and very limited screen time in toddlers only for occasional short educational videos for 5 minutes or less on the classroom tablet. We do not watch television.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Need a picture of plexiglass art holder](#)
- [Picture of Penguin room](#)

**Comments:**

Each classroom has some decorations at eye level in their art holders. Some items are placed at eye level and other items placed out of their reach because they pull them down.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [All About me posters](#)
- [Developmental histories include information about their interest](#)
- [Children love cars and ramps](#)

**Comments:**

The teachers incorporate the children's interests and curiosity, such as when they find a bug outside the teachers will have children look at it and ask questions.

**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:**

- Reading
- Singing
- Playing simple games
- Repeating baby sounds and words
- Talking
- Describing children's actions
- Verbally identifying objects

---

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

<input checked="" type="checkbox"/> Met in Full (2)	<input type="checkbox"/> Partially Met (1)	<input type="checkbox"/> Not Presently Met (0)
-----------------------------------------------------	--------------------------------------------	------------------------------------------------

---

**List supporting evidence or practices:**

- [Infant Activity Board](#)
- [Sign Language](#)
- [Reading](#)
- [Video](#)
- [Video](#)

**Comments:**

Caregivers interact with children throughout the day both as groups and individually. They have discussions about what the children are doing and help them identify objects they see. They help give them words to communicate and play games.

**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:**

Soft surfaces for crawling

Different textures for touching

Furniture to pull up to and walk around

Objects to reach and grasp

---

***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:**

- [Mirror to stand](#)
- [Picture Turtle room](#)
- [Picture of penguin room](#)

**Comments:**

Infants have carpet to crawl on and different surfaces for them to explore. They have shelves to walk along as well as a stand up barre to walk along. There are a variety of toys and objects for them to grasp and play with.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Koala](#)
- [Alligator](#)
- [Video of children showing interest in an activity](#)

**Comments:**

The schedule is flexible and children are encouraged to and supported to continue activities when they show pleasure and interest.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Procure Assessment](#) and observations

**Comments:**

We use observations and rating scales to do assessments.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Creative Curriculum Goals and Objectives](#)
- [Classroom Curriculum Objectives](#)
- [Minnesota Indicators of progress Birth-5](#)
- [Procure Assessment Based on MN state Early Childhood Standards](#)

**Comments:**

The creative curriculum goals are reflected in the Procure assessment.  
We will plan activities based on what information we need to learn from the children with ongoing assessment.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- [Procure Assessment Based on MN state Early Childhood Standards](#)
- [Classroom Curriculum Objectives](#)

**Comments:**

We do assessments on children's development based on spiritual development and the Minnesota indicators of progress.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- The [ECC Calendar](#) lists conference schedules.
- [Procure Assessment](#)
- [Parent Handbook](#)
- [Parent/Teacher Conference](#)
- [Pre-Enrollment Conference Form](#)

**Comments:**

We share this information with parents during conferences, and give updates daily through the Procure app and at drop off and pickup.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

- The [ECC Calendar](#) lists conference schedules.

**Comments:**

Conferences are offered about every 6 months for toddlers.

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

Scheduling infant conferences every 3 months

## 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".

- A. Are the Required Responses complete? (YES / NO)
- B. Is the Required Evidence complete? (YES / NO)
- C. Are the Required Indicators of Success met? (YES / NO)
- D. Are ratings and comments provided for all REQUIRED and GENERAL Indicators of Success? (YES / NO)
- E. Are proposed actions provided for GENERAL Indicators of Success that are partially met or not presently met? (YES / NO)

**F. Based on evidence, what are the strengths of the school related to Standard 9?**

Open Arms has experienced and loving caregivers. The program is designed to meet the needs of the children and allow children to grow in a safe and secure environments with consistent caregivers.

**G. 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.**

**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.**

Presently conferences are not offered consistently every 3 months for infants. Create a plan to schedule infant conferences every 3 months.

**H. What is the school's rating for all Indicators of Success for Standard 9?**

INDICATOR	RATING
9:01*	2
9:02*	2
9:03*	2
9:04	2
9:05	2
9:06	2
9:07	2
9:08	2
9:09	2
9:10	2
9:11	2

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.

<b>9:12</b>	2
<b>9:13</b>	2
<b>9:14</b>	2
<b>9:15</b>	2
<b>9:16</b>	2
<b>9:17</b>	2
<b>9:18</b>	2
<b>9:19</b>	2
<b>9:20</b>	2
<b>9:21</b>	2
<b>9:22</b>	2
<b>9:23</b>	2
<b>9:24</b>	2
<b>9:25</b>	2
<b>9:26</b>	2
<b>9:27</b>	2
<b>9:28</b>	2
<b>9:29</b>	2
<b>9:30</b>	2
<b>9:31</b>	2
<b>9:32</b>	2
<b>9:33</b>	2
<b>9:34</b>	2
<b>9:35</b>	2
<b>9:36</b>	2
<b>9:37</b>	2
<b>9:38</b>	2
<b>9:39</b>	2
<b>9:40</b>	2
<b>9:41</b>	2
<b>9:42</b>	2
<b>9:43</b>	2
<b>9:44</b>	2
<b>9:45</b>	2
<b>9:46</b>	2
<b>9:47</b>	2
<b>9:48</b>	2
<b>9:49</b>	2
<b>9:50</b>	2
<b>9:51</b>	2
<b>9:52</b>	2
<b>9:53</b>	2
<b>9:54</b>	2
<b>9:55</b>	2
<b>9:56</b>	2
<b>9:57</b>	2
<b>9:58</b>	2
<b>9:59</b>	2

9:60	2
9:61	2
9:62	2
9:63	2
9:64	2
9:65	2
9:66	2
9:67	2
9:68	2
9:69	2
9:70	2
9:71	2
9:72	2
9:73	2
9:74	2
9:75	2
9:76	2
9:77	2
9:78	2
9:79	2
9:80	2
9:81	2
9:82	2
9:83	2
9:84	2
9:85	1
<b>Total Points:</b>	169

<b>Total Number of Indicators Rated</b> <i>(Subtract any Indicators marked as "N/A" from total Indicators possible)</i>	85
<b>Total Number of Points Possible</b> <i>(Total Number of Indicators Rated x 2)</i>	170

# 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.**

Surveys come in a few different formats:

- a check-list with a numbered rating and short 2-3 questions with narrative response
- a 1-2 question email or Procure kiosk questions
- Purposeful discussions with the Bloomington community and church members
- Purposeful discussion with community governing authorities and industry support organizations (i.e. Police, city staff, private and government based childcare focused groups)
- Questions and discussions with staff at monthly and annual meetings
- Weekly classroom reviews completed by staff
- Conversations with parents at pick up, drop off, individual sessions, and family nights.
- Continual input from Director

After these have been completed a summary of the responses is created. Sometimes the parent and staff surveys are passed around the board meeting for everyone to read when there are concerns that do not have current improvement plans. The information gained is shared with the responsible group: ECC Board and Staff. Decisions are then made using this info. And implemented by the board, director and staff.

### **2. Identify program goals based on parent / guardian, staff and governing authority input and student assessment data.**

- A distance learning program, licensed elementary teacher, for school aged children was implemented during COVID, coordinated with public school teachers.
- Open Arms summer camp program expanded the type and number of learning activities.
- Implementation of the STEAM program to address the request of more focus on science, technology, engineering, arts and math.
- Following conferences this spring we plan to set goals to make changes to the Procure



- Assessment guided by parents requests and teacher concerns in the evaluation process.
- Following requests from current family members and Bloomington community groups, regarding needed private and Christian elementary options in Bloomington, Open Arms plans to open a micro elementary school in the fall of 2024 or 2025.

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

- The implementation of the Educational Support position and STEAM program.
  - The Educational Support position was designed specifically to support teachers with planning and implementation of curriculum and support with students experiencing developmental and behavioral challenges.
  - The STEAM program was designed to meet the learning needs of children specifically in science, technology, engineering, arts and math requested by parents.
- Implementation of short 2-3 question surveys on the Procure parent and staff kiosk.
- Implementation of the Weekly Classroom Review.

## 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.

**NLSA surveys used to solicit input from stakeholders about the overall early childhood Program.**

- [Surveys](#)
- [Weekly Classroom Surveys](#)- sent to each classroom and completed by team.

## 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).**

**YES**

**NO**

**List supporting evidence or practices:**

- [Surveys](#)
- [Weekly Classroom Surveys](#)- sent to each classroom and completed by team.

**Comments:**

Since COVID we have found that we gain more response from short burst surveys. We have often completed these 1 or 2 question surveys through the Procure parent kiosk survey and the staff kiosk. The weekly classroom review was started in January of 2024.

## 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:**

Mission and ministry

Policies / procedures

Program quality

Children's progress / learning

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:**

- [Surveys](#)
- [Weekly Classroom Surveys](#)- sent to each classroom and completed by team.

**Comments:**

While we have moved to a general short survey in the last couple of years (since Covid), short specific surveys have been sent out via Procure parent kiosk.

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

Development of a more comprehensive survey to include additional questions regarding mission, ministry, program quality, family involvement and satisfaction. Such questions are being implemented in 2024.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

[Developmental histories](#)- completed by parents

[Procare Assessment](#) and observations

[Minnesota Indicators of progress Birth-5](#)

**Comments:**

The Procare assessment is based on the Minnesota Indicators of Progress birth-5. The assessments use a variety of ways to collect data about students: anecdotal notes, work sampling is done with pictures, and observations.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

[2023 Nlsa School Action Plan](#)

In the 2024 School Action Plan we will be setting goals regarding updating the assessments at both the teachers and parents recommendations.

**Comments:**

Examples of improvements that have been implemented though surveys though not listed in the School Action Plans include;

- Addition of the Educational Support Position
- STEAM Program
- The micro elementary school being implemented in fall of 2024 or 2025
- Hour of operation in 2019 were 6:30-6pm and were adjusted to 7-5:30 during COVID and in 2022 were changed to the permanent hours of 7-6pm based on the requests and needs of parents

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

See 10:06 and the attached preliminary school action plan

**Comments:**

Yes, each of these items are included in the school action plan.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

[Open Arms Preliminary School Action Plan](#)

[2023 Nlsa School Action Plan](#)

**Comments:**

Yes, the school action plan includes goals and objectives that are measurable and specific strategies and steps to complete the goals

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

See Preliminary School Action Plan attached in 10:6

[2023 Nlsa School Action Plan](#)

**Comments:**

Yes, a timeline and assignment of responsible parties is included in the School Action Plan.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

[Board Manual](#)- See board Calendar

[2023 Nlsa School Action Plan](#)

**Comments:**

The school action plan is reviewed a minimum of one time annually. Each February the School Action Plan is reviewed by the ECC board with proposed updates and accomplishments. The notes from ECC board meetings are shared with church council and when appropriate items like the school action plan are shared with center staff at the February or March staff meetings/trainings. Finally approval of the action plan is in the March ECC board meeting.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

[Board Manue](#)l- See board Calendar

[2023 Nlsa School Action Plan](#)

**Comments:**

Annually the action plan has been reviewed by the ECC board and shared with staff members and church council.

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

In 2024 we will begin publishing an Annual Program Report for all parents and stakeholders.

**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*

Met in Full (2)

Partially Met (1)

Not Presently Met (0)

---

**List supporting evidence or practices:**

[Board meeting agendas and minutes](#)

[2023 Nlsa School Action Plan](#)

**Comments:**

Each month on the school board agenda goals and objectives are reviewed and often updated. A minimum of one time a year the center reviews and updates the School Action Plan.

**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".

- A. Are the Required Responses complete? (YES / NO)
- B. Is the Required Evidence complete? (YES / NO)
- C. Are the Required Indicators of Success met? (YES / NO)
- D. Are ratings and comments provided for all REQUIRED and GENERAL Indicators of Success? (YES / NO)
- E. Are proposed actions provided for GENERAL Indicators of Success that are partially met or not presently met? (YES / NO)
- F. Based on evidence, what are the strengths of the school related to Standard 10?
- Effective process of collecting, analyzing and using data from all stakeholders
  - Development and achievement of goals that improve program services that lead to greater outcomes for the children and families we serve and the community overall.
  - Effectively identifying and addressing areas for improvement in our program assessment process.
  - Effective communications with all stakeholders.
  - There is a strong assessment protocol to inform staff of needed changes to curriculum or student needs.
  - The preschool polls the parent stakeholders quite regularly to garner information needed for improvement.
  - The school sets goals and objects and annually reviews and updates the action plan.
  - The school was diligent in accomplishing most of the goals and objectives listed in the 2019 NLSA School Action plan.
- G. 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.
- 10:02:** Development of a more comprehensive survey to include additional questions regarding mission, ministry, program quality, family involvement and satisfaction. Such questions are being implemented in 2024.
- 10:09:** In 2024 we will begin publishing an Annual Program Report for all parents and stakeholders.

**H. What is the school's rating for all Indicators of Success for Standard 10?**

INDICATOR	RATING
10:01*	2
10:02	1
10:03	2
10:04	2
10:05	2
10:06	2
10:07	2
10:08	2
10:09	1
10:10	2
<b>Total Points:</b>	18

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.

<b>Total Number of Indicators Rated</b> <i>(Subtract any Indicators marked as "N/A" from total Indicators possible)</i>	10
<b>Total Number of Points Possible</b> <i>(Total Number of Indicators Rated x 2)</i>	20

## 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 <i>(Previous Column x2)</i>	Total Number of Points Earned for Rated Indicators
Standard 1A – Mission and Ministry	5	10	9
Standard 1B – Philosophy	5	10	10
Standard 2A – Home/Family Relationships	17	34	33
Standard 2B – Congregational Relationships	14	28	27
Standard 2C – Elementary School to Early Childhood Center	NA	NA	NA
Standard 3A – The Early Childhood Governing Authority	30	60	55
Standard 3B – The Early Childhood Administrator/Director	28	56	56
Standard 4 – Personnel	14	28	28
Standard 5 – Staff/Child Interactions	18	36	36
Standard 6 – Facilities	23	46	44
Standard 7A – Health and Safety	57	114	111
Standard 7B – Food and Nutrition	22	44	44
Standard 8 – Curriculum	25	50	49
Standard 9 – Infants/Toddlers	85	170	168
Standard 10 – Continuous Improvement	10	20	18
<b>Overall Totals:</b>	<b>353</b>	<b>706</b>	<b>688</b>
<b>Final Percentage Score:</b> <i>To calculate final percentage score, divide "Total Number of Points Earned for Rated Indicators" by "Total Number of Points Possible for Rated Indicators"</i>	<b>97%</b>		
<i>NOTE: An overall score of 80% or higher is required for recommendation of Accreditation in Good Standing.</i>			

# 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 than 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.

## NLSA Preliminary School Action Plan

**School Name:** Open Arms Christian Early Childhood Center

**School Address:** 201 E 104th St Bloomington, Minnesota 55420

**LCMS District:** Minnesota South District

**Administrator:** Dawn Regan

**Date of Most Recent NLSA Validation Team Visit:** April/May 2024

Accreditation Year		Preliminary		Year 1		Year 2		Year 3		Year 4		Year 5
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Standard & Indicator Number	Self-Study Concerns & Strategies	Target School Year	Responsible Party	Action Taken	School Year Addressed
1A:03	<p><b>Concern:</b> The mission statement is not reviewed annually by the congregation.</p> <p><b>Action/Strategies:</b> : At each voter's meeting in the spring, on the agenda, it states that the mission statement is viewed.</p>	2025	Director		
2A:07	<p><b>Concern:</b> Parents / guardians have not been annually asked to evaluate the program based on purpose, goals and objectives.</p> <p><b>Action/Strategies:</b> Provide the NLSA Survey for parents to complete each year at conferences in April.</p>	2024	Director		
2B:25	<p><b>Concern :</b> Some staff employed by the center are not actively involved in worship and the congregational life of his / her home church.</p> <p><b>Action/Strategies:</b></p>	Ongoing through 2029	Director and Pastor		

	<b>Concern :</b> Continue to share our faith and offer opportunities for staff to grow in their understanding of faith and relationship with Jesus Christ.				
3A:06	<b>Concern:</b> The monthly meeting is held in executive session. <b>Action/Strategies:</b> For accountability and transparency non-profit boards, and committee meetings should be held in open sessions for constituent members.	2024	Director and Board		
3A:12	<b>Concern:</b> A job description is needed for the new position of facilities coordinator and custodian. <b>Actions/strategies:</b> Descriptions for the Facilities Maintenance Coordinator and Custodian are completed and need to be reviewed and approved by the ECC Board.	2024	Board/Director		
3A:13	<b>Concern:</b> The governing authority has not consistently provided for the annual evaluation of the director based on job description. <b>Actions/strategies:</b> Add the director’s evaluation to the board calendar and complete annually in May or June when other evaluations are completed.	2025	Board		
3A:15	<b>Concern:</b> The governing authority has approved a process for the supervision and evaluation of staff members that is implemented by the director annually. <b>Actions/strategies:</b> Create and implement an evaluation procedure for the Food Services Supervisor, the Facilities Coordinator and the Custodians for the May/June 2024 evaluation cycle.	2024	Director and Board		

3A:26	<p><b>Concern:</b> There is confusion between Open Arms leadership and Church leadership over the total costs and revenues associated with Open Arms ministry apart from church ministry. This separate accounting is necessary to determine the true cost of educating a child and to determine tuition costs and grants.</p> <p><b>Actions/strategies:</b> No one entity can make decisions without the other in regard to school financial revenue and expenses. Consider utilizing an outside consultant to advise on a budget spreadsheet structure that can help Open Arm's and Holy Emanuel's current realities and ease planning for the future.</p>	2025	Board and Director		
6:15	<p><b>Concern:</b> Classroom decor has more commercial products than child-centered artwork, writing and Creations.</p> <p><b>Actions/strategies:</b> Reverse the percentage of what is displayed so the majority is student created and early writing/literacy attempts</p>	2025	Educational Services coordinator and Lead Teachers		
6:16	<p><b>Concern:</b> Visual displays do not reflect the activities and interests of the children.</p> <p><b>Actions/strategies:</b> The room should reflect in materials and visuals what is being taught in the classroom each week. Try to keep the visuals at child-level.</p>	2025	Educational Services coordinator and Lead Teachers		
7A:09	<p><b>Concern:</b> ICCPP's Allergy and triggers are very vague - licensing expects details Numerous formats of ICCPP's used. No label RX label on Epi-Pen</p> <p><b>Actions/strategies:</b> Detailed explanation of allergy and what triggers it.</p>	2024	Health and Safety Coordinator and director		

	<p>A standardized format should be used throughout the school for posting allergy information.</p> <p>Parents need to give written permission (on newest DHS form) to post allergy information</p> <p>Follow the center plan for food allergies.</p>				
7A:19	<p><b>Concern:</b> Evacuation routes and Alternate routes are posted in not posted in hallways, kitchen and offices.</p> <p><b>Actions/strategies:</b> Create and post evacuation routes in hallways, kitchen, and offices</p>	2024	Health and Safety Coordinator and director		
7A:34	<p><b>Concern:</b> Medication administration forms for both prescription and over the counter medications were not with medication</p> <p><b>Actions/strategies:</b> Create a procedure for storing medication and forms together</p>		Health and Safety Coordinator and director		
8:14	<p><b>Concern:</b> Curriculum should embrace families' cultures</p> <p><b>Actions/strategies:</b> Implementing family &amp; cultural diversity beyond posters, books and crayons.</p>				
9:57	<p><b>Concern:</b> Infant feeding plans are not posted for everyone to see - they are kept private.</p> <p><b>Actions/strategies:</b> Get parents to give permission to post all feeding plans.</p>	2024			
9:85	<p><b>Concern:</b> Parent-teacher conferences are not offered at least once every 3 months for infants.</p> <p><b>Actions/strategies:</b> Scheduling infant conferences every 3 months</p>	2025	Director and Lead Infant Teacher		

<b>10:02</b>	<p><b>Concern:</b> Data and information collected annually from stakeholders does not include input about: Mission and ministry. Policies/procedures, Program quality. Children’s progress / learning, Family and involvement and satisfaction.</p> <p><b>Actions/strategies:</b> Development of a more comprehensive survey to include additional questions regarding mission, ministry, program quality, family involvement and satisfaction. Such questions are being implemented in 2024.</p>	2024	Director/Board		
<b>10:09</b>	<p><b>Concern:</b> The School Action Plan is shared with staff members, families and the congregation and is the basis for innovation and improvement.</p> <p><b>Actions/strategies:</b> In 2024 we will begin publishing an Annual Program Report for all parents and stakeholders.</p>	2025	Director/Board		