



TEMPORARY ASSESSMENT PROCESS: NC ADDITIONAL NOTES FOR THE MODIFIED SACERS-U ASSESSMENT

The NC Additional Notes provide supplementary information for the Environment Rating Scales so that participants may correctly interpret and score items found within the scale. A primary aim for the notes is to further define or explain requirements of certain items to improve interrater reliability or consistency among assessors working with the North Carolina Rated License Assessment Project (NCRLAP).

The Temporary Assessment Process was developed to provide an alternative to the typical SACERS-U assessment during the pandemic. It is not equivalent to a complete SACERS-U assessment, but strives to represent many important quality considerations in an alternative manner, based on the limitations posed during this time.

Specifically, for the Modified Assessments not all SACERS-U items are scored by NCRLAP assessors since lengthy observations are not possible currently. The items that will be scored by assessors include: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 14, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 33, 35, and 42. These items use primarily evidence from the physical environment and/or teacher interview and are scored after an assessor visits a classroom, preferably when children are not present and completes a teacher interview. Unless noted below, scoring criteria for the items has not changed although in some cases additional questions are asked during the interview to address specific indicators that would typically be observation-based.

The other items related to personal care routines, program structure, language, and interactions require observations of children and teachers to assign a score. These items cannot be included in the SACERS-U score currently, but the important concepts included in those items are captured with a self-study process that is completed by the program. These items are: 17, 18, 27, 28, 29, 30, 31, 32, 34, 36, and 37. Item 38 is also not scored during a Modified Assessment.

When typical assessments resume, all items will be scored using the typical requirements and assessment procedures.

Participants in the NC star rated license system should be aware of the following:

- The NC Additional Notes will be updated for the temporary process as needed and NCRLAP assessors conduct assessments using the most current notes. Child care professionals are encouraged to download and use the most current version of the notes from ncrlap.org.
- NCRLAP assessors use only the Temporary Assessment Process NC Additional Notes for the SACERS-U. Due to modifications and additions that occur over time specific to the assessment process in this state, the NC Additional Notes may differ from notes created by the scale authors found on the Environment Rating Scales Institute website. Participants in the NC star rated license should replace older notes with the current NC Additional Notes.
- For NC SACERS-U assessments items 11, 13, 39-41, 43-47 are not included in the overall score.

The NC Additional Notes were compiled and further developed by members of the NCRLAP's management team, especially by our state anchors and anchor advisors. On September 1, 2003, with permission from Debby Cryer and Thelma Harms, the Additional Notes for Clarification for the ECERS-R, ITERS, ITERS-R, FDCRS, and SACERS were retrieved from the Frank Porter Graham website (<http://ers.fpg.unc.edu/>) and used for the basis for the NC Additional notes. Since then, NCRLAP has made modifications and additions to the notes as described below.

Recent changes (The most recent changes are italicized in this document):

4/19/21: General notes, Items 9, 16, 22, 23, 24, 25, 33

GENERAL NOTES FOR THE SACERS-U

Remote learning environments: *During the pandemic, many programs are offering full day care for school age children, and providing support for the on-line learning options offered by elementary or middle schools. The academic day and schedule for these programs is not considered by the SACERS-U. Instead, only times of the day when free choice play or other supplementary types of programming are offered by the child care program will be considered; for a SACERS-U to be completed these times must total at least 2 hours each day. For example, if children do on-line learning and other academic focused activities between 8 and 2, and then have additional options between 2 and 5, the times between 2 and 5 will be used to assign SACERS-U scores. It may also be the case that some free choice times or other special activities are built into the school-day, and these times can also be considered.*

Accessible: All children in the group should have access to the required materials and activities, with appropriate modifications made based on developmental or chronological age differences. To determine whether materials are accessible several factors must be considered:

- Location of the materials and the type of storage provision: Materials are placed in spaces used by children, rather than outside of children's regular play areas (i.e., outside of the classroom or areas within the classroom used for teacher storage, routine care, or an area used only for group times, etc.).
- Materials within the play areas are easy to reach for children in the group. The lids on containers and drawers/doors on cabinets are easy to open for the children in the group.
- Children's ages and knowledge that the materials are intended for their use: How do children know what is stored where? Consider whether the children are observed using the materials. Look for other evidence that indicates the materials are used by the children.
- The overall structure of the program determines how much child choice is possible: Consider how much independence children have during play times. Do they select the areas that they play in? If not, how does the classroom system provide access to the specific materials for the required amounts of time? Within centers, are children free to use any of the materials? If unsure of whether children have access to a space that is not used during the observation, ask staff questions about how frequently the space is used, and how materials are made accessible, etc.

Developmentally appropriate materials: For indicators that require certain types of materials, it is expected that these will be suitable and developmentally appropriate for the entire age-range of children enrolled. Specific materials may be beneficial for younger or older school-age children, but enough materials to provide appropriate choices as specified in the indicator, for all age groups enrolled should be provided. This means that materials obviously intended for younger age groups, that are unlikely to be stimulating for school-age children are not considered.

Gross Motor: NC assessors use the gross motor safety information sheet titled: "NCRLAP's Requirements for Gross Motor Space and Equipment". This document is available at ncrlap.org

Handwashing: In certain situations, when a sink with running water is not accessible for the group to use, hand sanitizing products may be used in lieu of handwashing. For example, hand sanitizer may be used while staff is supervising children outdoors, if hands are washed upon returning indoors. The following requirements must be met: the waterless wash or wipe must be used according to manufacturer guidelines (i.e., labeled as safe for use by children, used only with adult supervision, allowed to dry properly), and the waterless wash must be stored out of reach of children.

Please note that this substitution is only acceptable in certain circumstances and that the requirements for adequate handwashing still apply for routine care activities and general classroom use.

Do not apply the information in the first paragraph or the last sentence of the SACERS-U hand hygiene section (page 6), which allows the use of hand sanitizer to replace handwashing in the classroom in some circumstances. NCRLAP requires washing with soap and water whenever handwashing is needed indoors.

Proper hand washing for adults and children: Includes use of running water and soap for approximately 15-20 seconds, followed by drying with an individual paper towel or air dryer.

Poor repair of materials and books: Materials and books that are in poor repair, meaning that they cannot be used as intended, are excluded when determining whether the required numbers or examples for various categories have been provided. However, if there is an inappropriate image accessible to children this is always considered regardless of whether a material, picture, or book is in poor repair.

Sanitation: Child care providers and other professionals should be aware that compliance with NC's Sanitation of Child Care Center Requirements contained in 15A NCAC 18A Section .2800 must be maintained by licensed child care centers; therefore, if differences in wording regarding the use of various products, such as a sanitizing solution, as compared to a disinfecting solution appear in some of the rating scale items, the Sanitation Requirements must be followed. Consider the following:

- For chlorine bleach and water sanitizing solution to be effective, it must be mixed to the strength specified in 15A NCAC 18A .2801 Definitions (22) and be allowed to dry for a minimum of 2 minutes. Complete air drying is ideal. Other sanitizing solutions, as required and approved in 15A NCAC 18A .2812, Cleaning and Sanitizing Equipment and Utensils (5E) may also be used.
- For chlorine bleach and water disinfecting solution to be effective, it must be mixed to the strength specified in 15A NCAC 18A .2801 Definitions (7) and be allowed to dry for a minimum of 2 minutes. Complete air drying is ideal. Other EPA registered disinfectants or

germicides may be used, based on the specifications found in the same definition (e.g., approved for equivalent setting and instructions for use are followed).

General references: Materials that are frequently used by NCRLAP to assist in decision making are Caring For Our Children (used for health, sanitation, and safety issues) and the Handbook for Public Playground Safety, CPSC Publication No. 325 (for gross motor play issues). Links to these resources are found on our website ncrlap.org and providers are encouraged to access these; however, all information contained in these resources may not be applied during an assessment.

ITEM 2:

Indicator 5.1: The space required for this indicator must be provided daily outdoors for at least 30 minutes for programs operating 3+ hours unless severe weather prevents children from going outdoors. Provisions must also be made indoors for the same amount of time on those days when children cannot play outdoors.

Indicator 5.2: The variety of surfaces required by this indicator must be provided daily, weather permitting.

ITEM 3:

Indicator 5.1 The space required for this indicator must be accessible.

ITEM 4:

Indicator 3.3: Take children’s ages and abilities into account. If the only area that presents a challenge is a space designated or created for privacy and the rest of the play area is easy to view, this indicator should not be scored negatively. To avoid considering this issue in two items, note the difficulties associated with supervision only in Item 3, Indicator 3.2 and 5.3. If the space for privacy creates problems for supervising other spaces in the play area (e.g., due to height or placement), then these issues will be scored in this indicator as well.

Indicator 7.2: Additional materials must be added or rotated in most areas at least monthly.

ITEM 5:

Indicator 7.2 Furnishings need to be convenient to prevent supervision concerns and accessible to children.

ITEM 8:

Indicator 5.1: To score this indicator look at children’s overall access to stationary gross motor equipment throughout the week; equipment must offer at least 5 play possibilities (monkey bars, slide, tunnel, balance beam, playing basketball, etc.). Children must have access to some stationary equipment daily, weather permitting, and must have access to stationary gross motor equipment that provides a variety of play opportunities over the course of the week.

Indicator 5.2: Stationary gross motor equipment must be provided that stimulates at least 5 different skills overall for the observed group, and all children in the group must have some appropriate equipment. To score this indicator, look at children’s overall access to stationary gross motor equipment throughout the week.

Indicator 5.3: The portable equipment must be accessible daily and stimulate 5 different skills. On days when children do not go outside, these materials must be provided indoors. Portable gross motor equipment is provided that stimulates at least 5 different skills overall for the observed group, with some choice in materials.

ITEM 9:

Indicators 3.2, 5.2: Dedicated space also earns credit for indicators requiring that the school-age program is the primary user of shared space or has exclusive use of shared space.

Indicator 5.3: The group meeting space must be comfortable for adults; the space for individual conferences must be comfortable and private.

Indicator 7.1 *During the temporary assessment process, use of shared facilities is not required.*

ITEM 12

Indicator 3.1: In this indicator “set aside” means that provision must be made for sick children to be separated from the well children and community activity areas; however, the sick child may be in the same classroom.

Indicator 3.3: This indicator considers medications and all non-food allergies. Food allergies are considered in Item 17 Meals/snack.

ITEM 14

Indicator 3.1: A fall zone with protective surfacing is not required for items designed/ intended for purposes other than gross motor play (e.g., picnic table, bench, retaining wall). If such items are used for gross motor activities such as jumping or climbing, this will generally be considered in item 30 as a supervision concern if these behaviors are encouraged or prevalent during the observation. However, if there are obvious safety issues (e.g., a fall onto another item or hard surface is likely), and use of the non-gross motor item is encouraged or prevalent, this may be considered in this item.

There can be no more than 5 minor hazards to earn credit.

Indicator 3.2: This indicator requires immediate access to a phone or other communication device for emergency purposes when there is one teacher throughout the time the program operates. A personal cell phone would earn credit.

ITEM 15:

Indicator 3.1: Parents of children are not required to call the staff if their child will be late or absent if the parents are responsible for bringing the child to the school age program. After-school programs located in the child’s school may rely on the absentee list to determine whether a child is

expected to be present. However, for children who are bused to the program, parents must notify the program if their child is going to be late or absent.

Indicator 3.2: Attendance must be taken by a responsible staff person in writing.

Indicator 3.3: A staff member must call the parent the same day as the “unnotified” absence unless the parent is responsible for bringing the child to the school age program. If a child is on the school’s absentee list, staff do not need to call parents of children enrolled in after school programs located in the school the child attends. If children have left school without parents notifying the after-school program, then staff must contact the parents.

ITEM 16:

Indicators 1.2, 3.1: *During the temporary assessment process, children may be signed out by staff or parents* ~~Requirements must be met by any adult who is responsible for children when departing from the program.~~ The sign-out process must include a record of the identity of the person who picked the child up from the facility (e.g., a name or signature, individual code rather than family code if electronic system is used).

ITEM 17: This item is not scored by assessors during the temporary assessment process

Indicator 1.2, 3.2:

- Credit can be given for nutritionally adequate meals or snacks if the children can serve themselves, but not if the food components are verbally offered, and not within reach of every child.
- NCRLAP no longer evaluates the nutritional adequacy of foods or beverages brought from home; however, for meals and snacks provided by the child care program, nutrition guidelines still apply.

Indicators 1.4, 3.5: Handwashing is not addressed in these indicators unless teachers or children serve food to other children without washing their hands or re-contaminate their hands before serving the food. This process contaminates food and would not be considered sanitary food service.

To maintain sanitary procedures, the table tops or other eating surfaces must be cleaned with a soapy water solution, wiped dry, and then sprayed with the sanitizing solution before and after eating. For bleach/water sanitizing solution to be effective, it must be allowed to dry for a minimum of 2 minutes and complete air drying is ideal. Manufacturer instructions for other sanitizers should be followed. Paper towels or a clean cloth, rather than sponges should be used. The same cloth cannot be used to wipe the soapy water and the sanitizing solution. The use of a clean cloth to wipe sanitizing solution from more than one table is acceptable as long as the sanitizing procedure was carried out correctly.

Indicator 3.4: For meals such as breakfast and lunch, substitutions must be equivalent to the nutritional components of foods they are replacing. For snacks: Two of four nutritional components from the USDA Meal Guidelines must be served to give credit for an appropriate snack. A child may be served any food that counts for a second USDA component as a substitute. For example, if the snack is milk and crackers, a child who is allergic to milk may be served juice and crackers because the child’s allergies are considered, and the alternative snack still meets USDA guidelines.

ITEM 18: *This item is not scored by assessors during the temporary assessment process*

Handwashing categories are: Upon arrival, after outdoor play, before and after eating, after messy activities, after toileting.

Indicator 5.1: Do not apply the portion of the Note for Clarification page 25 regarding use of hand sanitizer.

Indicator 7.3: Tooth brushing is only required for full-day programs during the summer. Score “yes” during the school year even if children do not brush teeth during after-school program or on teacher work days and holidays.

ITEM 19

Indicator 5.1 Materials must be age and developmentally appropriate to be considered.

Indicator 5.2: If children are expected to complete projects that do not promote individual expression/free choice no more than twice a week, and you observe many instances of children using art materials in their own way, you may give credit for this indicator even if much of the work displayed appears to be similar.

Indicator 5.3: If an activity where children are expected to follow an example occurs more than once a week, credit is not earned for this indicator, even if participation is not required.

ITEM 20

Indicator 5.1 Materials/activities must be developmentally appropriate to be considered.

ITEM 21

Indicator 5.2 Materials/activities must be developmentally appropriate to be considered.

ITEM 22:

Indicator 5.1: The materials required for this indicator must be accessible and developmentally appropriate. *A variety is required for each age group enrolled.*

Indicator 7.1: *For the temporary assessment process, the requirements can be met by using stories or videos to enrich dramatic play.*

ITEM 23

Indicator 5.1: *Many materials are required for each age group enrolled.*

A collection is not considered appropriate for school age children if most of the collection is designed for children under 5 years of age. Do not evaluate homework activities (books or computers). Homework is “school” work and outside of the program’s control. There is no need to look through a large set of encyclopedias or other materials in a reference section. If a single encyclopedia volume or individual reference book is accessible for general use in the book area, it should be evaluated for inappropriate content. Inappropriate images intended as art materials (e.g.,

stacks of magazines), music, movies, or computer images, including computer games can be counted as inappropriate language materials if use is observed, but there is no need to assess content if they are not used during the assessment.

Violent (i.e., involving aggressive physical force), frightening (e.g., dreadful, shocking, terrifying), or sexually provocative content is considered inappropriate for children who, compared to older individuals, may be unable to understand it and become confused, fearful, or engage in unsafe behaviors based on what they have seen.

Because most children in preschool and kindergarten cannot read, a distinction is made between inappropriate images and inappropriate text. Credit should not be given if ANY accessible book or language material contains inappropriate images. By contrast, printed text should be considered only if the teacher is observed reading inappropriate content to children or if a child capable of reading is observed reading the inappropriate text.

Because most school age children can read, NO distinction is made between inappropriate images and inappropriate text.

Occasionally, there are books that are important to the teacher and/or parent (e.g., some therapeutic books, some books that teach morality or lesson) that are of use even though they would not be appropriate to leave out for children's independent use. When using these books, teachers should ensure that children are not exposed to inappropriate content by keeping the book out of children's reach and by rewording or not showing developmentally inappropriate content when reading to the children.

Indicator 7.1: *During the temporary assessment process, visits to the library are not required.*

ITEM 24:

Indicator 5.1: *A variety of materials is required for each age group enrolled.*

ITEM 25:

Indicator 5.1: Materials and activities must be developmentally appropriate to be considered *and a variety is required for each age group enrolled.* Additionally, equipment, tools, or other science/nature materials that do not have a related activity, clear purpose, or additional information (e.g., facts, instructions, etc.) are not considered at this quality level. Having and incorporating living things, such as plants or classroom pets, applies to indicator 5.2, but not this indicator.

Indicator 7.2: *During the temporary assessment process, field trips are not required.*

ITEM 26:

Categories of diversity: In addition to the categories listed in the scale, differing abilities and ages can also be considered towards meeting requirements if observed.

Indicators 3.2, 5.2: *Biased or stereotypic statements and/or actions are considered, regardless of whether the statement or action was intentional or done with malice. In addition to statements or actions made by staff, when such statements or actions are made by other adults or children, appropriate intervention by staff is necessary. Biased/stereotypic statements and/or actions considered in this indicator are those that:*

- *Demean, mock, devalue, or threaten others based on preconceived opinions or feelings*
- *Disregard family preferences*
- *Perpetuate myths or misinformation about a group of people*
- *Demonstrate an attitude of negativity or fear, either verbally or nonverbally*

Indicators 5.1, 5.2: Materials of any type that portray violence or prejudice towards any group prevent credit from being earned in the relevant indicator. Realistic images and/or content in keeping with children's academic grade level are not a concern when scoring these indicators.

Indicator 5.2: The materials required for this indicator must be accessible.

ITEM 27: *This item is not scored by assessors during the temporary assessment process*

Indicator 5.3: If credit is not earned for 5.1, credit cannot be given for this indicator.

ITEM 33:

Indicators 3.2, 5.3 *During the temporary assessment process, it is not expected that parents will spend time in the program; however, other options that allow parents to participate in different ways such as by offering remote communication options to help them stay informed about the program or other ways to be engaged such as by collecting or donating materials, having parent meetings by zoom, etc. will all be considered.*

Indicator 7.2: In this indicator, “regularly scheduled” means that the program takes the initiative to schedule individual parent conferences at least twice a year.

ITEM 34:

Indicator 5.2: This indicator only applies when one staff member is arriving to take responsibility for a group of children, and another staff member is leaving. To get credit for this indicator their time must overlap somewhat, so that information needed to meet the children's current needs can be reported. This indicator does not apply when one staff member joins another and they work together for a long period of time, during which communication about the children could take place. Score this indicator yes if at least two teachers work with the children together for long periods or if the morning teacher and the afternoon teacher have a “time set aside” to communicate about the needs of the children.

ITEM 35:

For NC assessments, score N/A if assessing a summer program, or a program not hosted by the children's school.

ITEM 37: *This item is not scored by assessors during the temporary assessment process*

Indicator 7.2: Material should be added or rotated at least monthly, and it must also be observed that some materials/experiences provided for free play relate to children's interest or current topics of interest.

ITEM 38: *This item is not scored by assessors during the temporary assessment process*

Indicator 5.1: Regular use means at least twice during the year for programs operating year-round, once during summer programs and once during the school year. Having trips only during the summer would not earn credit.

ITEM 42:

Score this item when there is a child in the group with an identified disability or special need. If the identification process is not complete, this item is N/A. If intervention or therapy services occur, this indicates that a child has special needs. It is not necessary for a child to have an IEP to score this item, nor is it necessary to know the identity of a child with a disability. Assume that parents want their privacy protected and simply ask the questions needed to score.

Requirements in this item apply to each child with an identified disability/special need or medical condition requiring special consideration.

Indicator 3.2: Upon enrollment or upon learning about a recent diagnosis, staff should seek basic information about the child's identified disability, medical condition or other special need.

Indicator 5.1: Staff should have that information within 30 days. In circumstances where staff report that a parent is reluctant to share this information, staff should be able to explain what continued follow up attempts are occurring including providing explanations about the importance of having this information. This indicator does not require that staff have actual copies of any assessments or developmental plans. The information may be provided by parents/guardians, other staff or specialists who have specific knowledge regarding the child's needs.

Reference:

School-age Care Environment Rating Scale, Updated Edition, by Harms, T.; Jacobs, E.; & White, D. (New York: Teachers College Press, 2014).