

# Thinking More about Health and Safety



## SACERS-U

**Purpose:** This document addresses many of the requirements found in the Health and Safety subscale. The focus is primarily on indicators at the 3, 5, and 7 level. It is important to review each item entirely to ensure that no indicators at the 1 or “inadequate” level apply. Answering the questions and referring to the SACERS-U will build familiarity with requirements, while offering a chance to reflect on current practices and situations.

**Preparation:** Refer to the SACERS-U (spiral bound edition published in 2014) when completing the questions. To better understand the scale format and structure, review the instructions for scoring on page 4 in the SACERS-U and the definitions of common terms on pages 5-6. It will also be helpful to refer to a copy of the most current NC Additional Notes (available at [ncrlap.org](http://ncrlap.org)). There are many questions, so completing them all will likely take several reflection/review sessions.

The items included here consider aspects of the school-age classroom routines for arrival and departure, eating, toileting, personal hygiene, and the environment’s safety. These considerations and practices help maintain sanitary conditions to prevent illness for children and teachers and provide a safe environment for children to learn. Additionally, they consider opportunities during routine care to promote independence, support learning, and build relationships.

### Tips:

- If you are confused about a question, look at the item in the SACERS-U and check any Notes for Clarification or NC Additional Notes to identify the specific indicator and requirement to which it refers.
- Describe the current practices that occur when answering the questions. Remember, this is not about a “right answer” but rather a way to build understanding about what occurs every day. In the reflection section at the end, it can be helpful to add ideas about future plans or changes.
- Using the worksheet on an ongoing basis can help verify that routines continue to maintain sanitary practices and safety concerns are addressed. Also, it helps ensure that children have opportunities to learn and have positive interactions during routines, as well as in play. When considering routines such as handwashing, surface sanitation, and provisions for eating, diapering/toileting, and sleeping, it is most helpful for all adults in the classroom to have a common understanding of the requirements.
- Answering the questions with someone else (co-teachers, administrators, technical assistance specialists, etc.) promotes sharing of perspectives and may draw attention to different details.

Date(s) completed: \_\_\_\_\_ Classroom name/age group: \_\_\_\_\_

Worksheet completed by: \_\_\_\_\_

**ITEM 12 Health practices (p. 19)**

Is there a separate space for children who become sick, that is not used by other children and staff during the day? **Y / N** Describe what occurs when a child is found to be ill:

\_\_\_\_\_  
\_\_\_\_\_

For classrooms with non-food allergies or children who require medication, is the information located where any adult staff member can see it? **Y / N** Where is this? \_\_\_\_\_

Are concerns about abuse or neglect reported to the proper authorities? **Y / N**

Who/where is a report made to? \_\_\_\_\_

Is the person with the concern (typically the teacher) the person who makes the report? **Y / N**

How are children taught about health practices? \_\_\_\_\_

Are parents given feedback about children’s health? **Y / N** Describe:

\_\_\_\_\_  
\_\_\_\_\_

Are there ways staff and parents work together to address health-related concerns? **Y / N** Describe:

\_\_\_\_\_  
\_\_\_\_\_

**ITEM 14 Safety practice (p. 21)**

Check for safety hazards in all indoor and outdoor spaces used by children. Are any of the following common hazards present? Please note this is not a complete list of possible hazards.

**Indoors:**

- Electrical outlets uncovered
- Items labeled “keep out of reach of children” accessible
- Sanitizer or disinfectant applied with children nearby

**Outdoors:** (Hint: see NCRLAP’s Requirements for Gross Motor Space and Equipment for specific measurements)

- Not enough cushioning under gross motor equipment
- Fall zones are not large enough around gross motor equipment
- Equipment spacing is too close
- Outdoor space is not fully fenced, or fence height is less than 4 ft.

Were any additional safety concerns noted that may require action/modification? If so, describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do teachers have an accessible phone for emergencies? **Y / N** If **Yes**, are emergency numbers posted near this phone? **Y / N**

Are emergency procedures posted? **Y / N**

Are evacuation procedures, such as fire drills, practiced? **Y / N** If **Yes**, do school-age children participate monthly? **Y / N**

Is there a first aid kit? **Y / N** If **Yes**, where is it kept? \_\_\_\_\_

Describe what happens if a child has an accident while in care: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe measures taken to avoid safety problems indoors and outdoors: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Are children taught safety rules? **Y / N** If **Yes**, how does this occur? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Does the program share safety-related information with parents? **Y / N** If **Yes**, what is shared? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ITEM 15 Attendance (p. 22)**

For children who are bussed to the program, is the program notified if these children will be late or absent? **Y / N** If **Yes**, by whom? If these children are late or absent without notification, what occurs? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do teachers record daily attendance? **Y / N**

Is there an answering system or other way for parents to leave messages? **Y / N** If **Yes**, who checks for messages? \_\_\_\_\_

Do discussions occur with parents if a child does not attend regularly? If **Yes**, what types of things are discussed? \_\_\_\_\_  
\_\_\_\_\_

Describe plans to support the children's transition into the program each day: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ITEM 16 Departure (p.23) and Item 27 Greeting/departing (p. 34)**

Describe the plans/process for children's departure: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Is each child acknowledged when they leave the facility? **Y / N**

Are parents required to come into the facility to pick up their children? **Y / N**

Are parents required to sign out their child each day? **Y / N**

If a computerized system is used, does each individual have a unique code/number so that the identity of the person can be verified? **Y / N**

**During the pandemic 2021:** If parents don't enter the building because of pandemic restrictions, how are sign out/departure procedures being handled? \_\_\_\_\_  
\_\_\_\_\_

Are parents asked to notify the program if someone different will be picking up their child? **Y / N**

What happens if an unauthorized person attempts to pick up any child? \_\_\_\_\_  
\_\_\_\_\_

Are children bussed home? **Y / N** If **Yes**, describe the procedures: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do staff discuss rules for safe departures with children? **Y / N**

When children arrive at the program, what occurs? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do greetings occur for each child? **Y / N** Are children helped to transition to the program? **Y / N**

If K-1 children are enrolled, are they brought into the center by a responsible adult? **Y / N**

Describe the types of information shared with parents at arrival and/or departure (or **during the pandemic 2021** via alternative communication options) : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ITEM 17 Meals/snacks (p. 24)**

Does the schedule for meals/snacks seem to meet the children’s needs (e.g., they do not usually ask for food earlier, are given seconds if they ask)? **Y / N**

If the program provides meals/snacks, look at the menu for this week and the USDA meal guidelines. Are the required food components present for each meal or snack? **Y / N**

For classrooms with special food considerations, such as allergies or family preferences, consider the following:

Is this information posted in spaces where children eat, so that all adults who work with children are aware? **Y / N**

What food substitutions are made? \_\_\_\_\_

Do food substitutions meet USDA guidelines OR is a doctor’s note provided that specifies what should be served? **Y / N**

For table sanitation:

Are they cleaned with soapy water and wiped clean with a single use paper towel/clean cloth? **Y / N**

Are they sprayed with sanitizer? **Y / N**

The sanitizer is allowed to stay on the surface for \_\_\_\_ minutes before it is wiped off.

Is a menu posted for parents? **Y / N** Is this menu updated as changes are made? **Y / N**

Do teachers sit with the children and have conversations with them? **Y / N** If **Yes**, describe some recent examples: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What is the typical group size at each table? \_\_\_\_\_ Is the group size small enough so that children can hear each other and have conversations? **Y / N**

Describe ways that meals/snacks are used as a learning experience for children. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do staff share nutrition information with parents? **Y / N** If **yes**, how does this occur? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**ITEM 18 Personal hygiene (p. 25)**

Are facial tissues, paper towels, soap, and water all accessible? **Y / N**

Proper handwashing includes the use of running water and soap. Does handwashing occur for both children and adults at the following times?

- Upon arrival
- After being outdoors
- Before and after eating
- After messy activities that are moist, sticky, or leave residue
- After toileting

If hand sanitizer is used, does this ONLY occur when soap and running water are not available, such as when outdoors? **Y / N** Is it kept of reach of children and used with supervision? **Y / N**

Describe actions to check and maintain the bathroom(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do staff teach children the importance of not sharing personal items as well as general personal hygiene? **Y / N** What topics are discussed? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe any other ways that personal hygiene topics or activities are included to promote positive health care habits? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If the program is full-day, do children brush their teeth? **Y / N**

If **yes**, are toothbrushes stored so they do not touch and can air dry? **Y / N**

**Reflection for future planning:** After completing this worksheet, it can be helpful to go back and think about the answers. Were there any questions that were answered “no” instead of “yes?” Are there any specific aspects of personal care routines where improvements could be made? Use the space below to reflect on your answers and list any plans or ideas related to making positive changes.

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**Want to find out more?**

Not all SACERS-U indicators are covered in this worksheet, so review the scale carefully and seek out other resources, as needed, since relying on these questions alone to prepare for an assessment will not be sufficient. We encourage you to review other resources found on the [ncrlap.org](http://ncrlap.org) website to stay informed about any updates and continue to build your understanding of the SACERS-U and the assessment process. For example:

- Look for general information about the assessment process and also specific SACERS-U resources. These resources may offer ideas about what to focus on or supplement ideas you were already considering.
- Check out the answers to Frequently Asked Questions or send a new question to [ncrlap@uncg.edu](mailto:ncrlap@uncg.edu).
- Register for free online training webinars. Some are live webinars; others are pre-recorded and offer training credits (contact hours). Call 1-866-362-7527 or register online at [ncrlap.org](http://ncrlap.org).

When planning for program enhancement, always consider the unique features of the classroom and facility such as ages and abilities of the children enrolled, the number of teachers in the classroom, and overall goals and/or philosophy. Programs may also seek advice from their DCDEE Child Care Consultant, local CCR&R and/or Smart Start Partnerships, or other child care agencies.

<p>North Carolina Rated License Assessment Project 915 Northridge St. Greensboro, NC 27402 Website: <a href="http://ncrlap.org">ncrlap.org</a> Email: <a href="mailto:ncrlap@uncg.edu">ncrlap@uncg.edu</a> Toll-free: 1-866-362-7527</p>	
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**References:**

Harms, T., Jacobs, E., & White, D. (2014). School-age care environment rating scale. (Updated edition). New York, NY. Teachers College Press.

NC Additional Notes (n.d.). Retrieved from <http://www.ncrlap.org>.

# Thinking More about Language and Interactions



## SACERS-U

**Purpose:** This document addresses many of the requirements found in the Language-Reasoning and Interaction subscales. The focus is primarily on indicators at the 3, 5, and 7 level. It is important to review each item entirely to ensure that no indicator at the 1 or “inadequate” level applies to the classroom. Answering the questions and referring to the SACERS-U will build familiarity with requirements, while offering a chance to reflect on current practices and situations.

**Preparation:** Refer to the SACERS-U (spiral bound edition, published in 2014) when completing the questions. To better understand the scale format and structure, review the instructions for scoring on page 4 in the SACERS-U and the definitions of common terms on pages 5-6. It will also be helpful to refer to a copy of the most current NC Additional Notes (available at [ncrlap.org](http://ncrlap.org)). There are many questions, so completing them all will likely take several reflection/review sessions.

The items included here consider many aspects that relate to promoting children’s development and building relationships. Responsive interactions for all children, including those with disabilities, is key. There is much focus on staff language and daily interactions with children throughout the day. This includes during various routines, as well as different types of activities, such as those that are social, instructional, planned, and spontaneous. Attention is given to warm and respectful interactions and promoting social skill development. The important work that staff do to supervise and guide children for safety and teaching purposes is recognized.

### Tips:

- If you are confused about a question, look at the item in the SACERS-U and check any Notes for Clarification or NC Additional Notes to identify the specific indicator and requirement to which it refers.
- Describe the current practices that occur when answering the questions. Remember, this is not about a “right answer” but rather a way to build understanding about what occurs every day. In the reflection section at the end, it can be helpful to add ideas about future plans or changes.
- Using the worksheet on an ongoing basis can help verify that children experience enriching, positive, and age-appropriate language and interactions. Additionally, this process emphasizes how interactions, social communication, and guidance practices contribute to building positive relationships with all children.
- Answering the questions with someone else (co-teachers, administrators, technical assistance specialists, etc.) promotes sharing of perspectives and may draw attention to different details.



Date(s) completed: \_\_\_\_\_ Classroom name/age group: \_\_\_\_\_

Worksheet completed by: \_\_\_\_\_

**ITEM 28 Staff-child interactions (p. 35)**

Think about how staff interact with the children, including during positive, challenging, and neutral situations:

Do interactions with children include enthusiasm, affection, and/or appreciation? **Y / N**

Are most, if not all staff responses supportive and warm? **Y / N**

Is there much smiling and talking throughout the day? **Y / N**

Are most, if not all, staff responses to children fair and respectful? **Y / N**

Are responses to strong emotions sympathetic, even when the feelings occur during challenging behaviors? **Y / N**

Describe some recent examples of interactions that occurred during challenging situations:

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How is mutual respect between staff and children encouraged? \_\_\_\_\_

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Describe how staff promotes independence/autonomy in children's behavior. Hint: Consider how children's leadership and planning is encouraged, how child-initiated activities are supported, how staff respond to children's suggestions or ideas.

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**ITEM 29 Staff-child communication (p. 36)**

Do staff-child conversations occur frequently throughout the day? **Y / N**

Do the conversations often include multiple exchanges, beyond a question and single response? **Y / N**

Describe a few recent conversations: \_\_\_\_\_

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Is most of the adult language used for social interaction and to exchange information, rather than giving directions and behavior guidance? **Y / N**

Thinking about the types of questions staff ask children:

Do they encourage conversation? **Y / N** Hint: Consider if questions often require longer answers or they are used to learn more about how a child thinks as opposed to primarily gather basic, yes/no information.

Do they encourage brainstorming or problem solving? **Y / N** Hint: Consider if "why," "how," "what if" questions are used.

List some examples of questions staff have asked children recently that require longer, more complex answers: \_\_\_\_\_

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Do adults talk with each child daily? **Y / N**

When children share their ideas, do staff:

Add relevant information to enhance what the child already knows? **Y / N**

Ask questions that foster an interest to discover more about their ideas? **Y / N**

List a few ideas of recent interactions when staff have verbally expanded on children's ideas:

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**ITEM 30 Staff supervision of children (p. 37)**

Is supervision adjusted based on the needs of children or activities? **Y / N** If **Yes**, describe:

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Describe recent interactions between adults and children during play times: \_\_\_\_\_

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Describe recent interactions between adults and children during routines: \_\_\_\_\_

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When thinking about interactions during play times, describe ways that staff extend children's play:

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What happens when children are having difficulty becoming engaged or using materials?

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Are children's efforts and accomplishments acknowledged? **Y / N** How so?

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Are there staff with knowledge of team sports and other special activities who can teach the children and provide skill development help? Describe:

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### ITEM 31 Discipline (p. 38)

Is there a written discipline policy for the school age program that prohibits harsh discipline? **Y / N** If **yes**, do parents receive a copy? **Y / N**

When establishing expectations, are children's ages and developmental levels considered, with adjustments made as needed? **Y / N**

Describe non-punitive guidance strategies used to address challenging or unwanted behaviors:

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Describe strategies used to address conflicts between children:

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If guidance strategies are not effective and the behaviors continue, what happens next?

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Think about how the program is set up (e.g., daily schedule, space and arrangement, types of materials) and how these different aspects can impact behaviors. Consider these questions:

Does the layout of the classroom reduce interruptions and discourage running? **Y / N**

Is there a separation between active and quiet areas to help reduce distraction? **Y / N**

Are transition strategies used to reduce waiting times? **Y / N** If **yes**, list some strategies used:

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Is there a variety of interesting choices in all areas to keep children busy and engaged? **Y / N**

If **no**, list any areas where additional materials could encourage more use of an area or reduce conflict:

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Are there duplicates of popular materials or a system used to help children with turn-taking? **Y / N**

Is there ample free play time that allows children to develop friendships and have meaningful play experiences? **Y / N**

Is there ample time scheduled for active and energetic play? **Y / N**

Are positive behaviors acknowledged? **Y / N**

Are there outside professionals to help if there is a child with very difficult or unusual behaviors? **Y / N**

If **yes**, list the options that are available: \_\_\_\_\_

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Do staff discuss behavior concerns with parents and make joint decisions about plans and strategies? **Y / N**

If **yes**, describe how is this handled and an example of when this occurred.

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### **ITEM 32 Peer interactions (p. 39)**

How are children's interactions with each other encouraged? \_\_\_\_\_

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Consider how staff respond when children are having difficulties getting along.

Do staff help children become aware of other's feelings? **Y / N**

Are children encouraged to talk through their issues? **Y / N**

Are problem-solving techniques such as negotiation, self-reflection, and active listening discussed and encouraged? **Y / N**

Describe recent peer conflicts and how staff responses encouraged appropriate interactions and behaviors, and extended children’s problem-solving skills: \_\_\_\_\_

\_\_\_\_\_

How do staff model positive social skills for the children? \_\_\_\_\_

\_\_\_\_\_

**ITEM 33 Interactions between staff and parents (p. 40)**

What types of information are shared with parents? \_\_\_\_\_

\_\_\_\_\_

Does this include information about program policies and practice? **Y / N**

Does this include information on topics like community events, recreation, parenting, etc.? **Y / N**

Are there ways the program takes action to welcome and include parents? **Y / N** If **yes**, describe (during the pandemic think about alternative ways this can occur vs. only in-person):

\_\_\_\_\_

Do parent-teacher conferences occur? **Y / N** If **yes**, how often? \_\_\_\_\_

Are there ways parents help make decisions about the program? **Y / N** If **yes**, how does this occur?

\_\_\_\_\_

**ITEM 34 Staff interaction (p. 41)**

Only answer these questions if more than one teacher works with the children, either at the same time or at different times during the day; otherwise skip to the next item.

Is there time for staff to communicate about the children and classroom? **Y / N** How often and how does this occur? \_\_\_\_\_

\_\_\_\_\_

If multiple staff work together, is there joint planning time? **Y / N**

If **yes**, how often does this occur? \_\_\_\_\_

Do staff work well together (e.g., good communication, responsibilities and duties shared)? **Y / N**

Describe ways the program plan activities, social events, or trainings to promote positive staff interaction:

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**ITEM 35 Communication between program staff and children’s classroom teachers (p. 42)**

Answer these questions only if the school age program is part of the children’s school. If the program is a summer program or a child care center not hosted by the children’s school, skip to the reflection section.

Is there communication between the school-age program staff and the classroom teachers? **Y / N** If yes, how often does this occur and what are the most common topics discussed?

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Are there opportunities to communicate about (check all that apply):

- Practical concerns or challenges children are having.
- Academic issues
- Social/emotional issues

Does any joint planning for individual children occur? **Y / N**

**Reflection for future planning:** After completing this worksheet, it can be helpful to go back and think about the answers. Were there any questions that were answered “no” instead of “yes?” Are there any specific aspects of language or interactions where improvements could be made or there are new ideas to think about? Use the space below to reflect on your answers and list any plans or ideas related to making positive changes.

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# Thinking More about Program Structure



## SACERS-U

**Purpose:** This document addresses many of the requirements for items found in the Program Structure subscale. The focus is primarily on indicators found at the 3, 5, and 7 level. It is important to review each item entirely to ensure that no indicator at the 1 or “inadequate” level applies to the classroom. Answering the questions and referring to the SACERS-U will build familiarity with requirements, while offering a chance to reflect on current practices and situations.

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The items included consider many aspects related to maintaining awareness about how the school-age program structure contributes to children’s opportunities to explore, learn, and become increasingly independent. There is a focus on the ways classroom structure creates a predictable sequence of events that include regular routines, significant opportunities for complex play, smooth transitions, ample time for interactions with adults and peers, responsive group activities, and inclusion of children with disabilities. These aspects provide a strong foundation for fun and enriching experiences, and strong relationships.

### Tips:

- If you are confused about a question in the worksheet, look at the item in the SACERS-U and any notes to identify the specific indicator and requirement to which it refers.
- Describe the current practices that occur when answering the questions. Remember, this is not about a “right answer” but rather a way to build understanding about what occurs every day. In the reflection section at the end, it can be helpful to add ideas about future plans or changes.
- Using the worksheet on an ongoing basis can help verify that the classroom structure is supportive and developmentally appropriate. This process also emphasizes how specific aspects of program structure support the teachers in providing experiences that are positive and enriching.
- Answering the questions with someone else (co-teachers, administrators, technical assistance specialists, etc.) promotes sharing of perspectives and may draw attention to different details.



Date(s) completed: \_\_\_\_\_ Classroom name/age group: \_\_\_\_\_

Worksheet completed by: \_\_\_\_\_

**ITEM 36 Schedule (p. 43)**

Is there a familiar, daily routine or schedule? **Y / N**

Is there a written schedule posted in the classroom? **Y / N**

Is there a planned fine motor or language activity each day? Describe: \_\_\_\_\_

\_\_\_\_\_

Does play occur outdoors, every day, weather permitting? **Y / N** (Hint: See Terms Used Throughout the Scale on page 6 of the SACERS-U for a definition of “weather permitting” and/or refer to the Child Care Weather Watch Chart at [ncrlap.org](http://ncrlap.org)).

What conditions prevent outdoor play from occurring?

\_\_\_\_\_

Who is involved in making decisions about when outdoor play will occur and how are decisions made?

\_\_\_\_\_

Is there active gross motor play every day, including indoors when weather prevents outdoor play? **Y / N**

Is there flexibility in the schedule? When and what does this look like? \_\_\_\_\_

\_\_\_\_\_

Does each day include both teacher-planned and child-initiated activities? **Y / N**

Are these two different types of activities offered simultaneously, meaning children have a choice between teacher-planned and child-initiated activities at the same time? **Y / N**

Describe how transitions are planned and what is done to reduce waiting, and keep children engaged?

\_\_\_\_\_

**Pre-pandemic**, were there field trips or other similar special activities planned? **Y / N** If yes, list some examples: \_\_\_\_\_

\_\_\_\_\_

**ITEM 37 Free choice (p. 44)**

Hint: Only times when children can choose both the materials they use and peers to interact with, are considered free choice.

Does free choice time occur each day? **Y / N**

Does free choice time occur for the majority of time children are present? **Y / N**

Are children allowed to opt out of any activity? **Y / N** How is this handled? \_\_\_\_\_

\_\_\_\_\_

During times children have free choice, are there many types of materials, games, and activities for them to use? **Y / N**

Are the materials suited to ages and abilities of the school-age children? **Y / N**

Hint: Especially in school-age programs that use shared spaces, consider whether most materials are appropriate for school-age children vs. another age group that attends at a different time of day.

Are children able to choose whom to play with? **Y / N**

Are there opportunities for individual, small group, and large group play? **Y / N**

Are there ways the staff encourages children to extend activities that interest them? How does this occur?

\_\_\_\_\_

\_\_\_\_\_

Are there materials to rotate or add for the children to use during free choice times? **Y / N** If **yes**, how often are materials added or rotated? \_\_\_\_\_

Do any of the new or rotated materials relate to the current topics of interest or classroom themes?

**Y / N** If **yes**, give some examples: \_\_\_\_\_

\_\_\_\_\_

**ITEM 38 Use of community resources (p. 45)**

For this item answer questions based on how the program used community resources/field trips before the pandemic and on program plans as health restrictions allow these activities to resume.

Are community resources used? Describe:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Are field trips taken? How often? Describe:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Is parental permission required for all field trips? **Y / N**

Are there at least two community resource visits and/or field trips planned yearly? **Y / N**

Is at least one of these an off-site field trip? **Y / N**

For programs that operate year-round, does at least one of the visits/trips occur during the school year? **Y / N**

How is supervision handled when children are away from the program? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Are the current group of children's interests considered when planning field trips? **Y / N** If yes, list examples of how this occurs. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe plans for preparing children for field trips:

For safety:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

To enhance children's experiences:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Does follow-up with children occur after trips are taken, and if so, what sorts of things are done? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ITEM 42 Provisions for children with disabilities (p. 49)**

Only complete the questions in this section if there is a child with a diagnosed disability and completed assessment, or if there is a child receiving services, such as speech therapy. If there are multiple children with special needs, respond to the questions keeping each child in mind.

Do school age staff/teachers try to get information about each child's needs and/or assessment(s)? **Y / N**

Do school age staff/teachers have information about each child's needs and/or assessment(s)? **Y / N**

If **yes**, how is this information used? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Is each child able to fully participate in the classroom experiences? **Y / N**

Describe anything special that is done to help each child participate: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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**Want to find out more?**

Not all SACERS-U indicators are covered in this worksheet, so review the scale carefully and seek out other resources, as needed, since relying on these questions alone to prepare for an assessment will not be sufficient. We encourage you to review other resources found on the nclap.org website to stay informed about any updates and continue to build your understanding of the SACERS-U and the assessment process. For example:

- Look for general information about the assessment process and also specific SACERS-U resources. These resources may offer ideas about what to focus on or supplement ideas you were already considering.
- Check out the answers to Frequently Asked Questions or send a new question to nclap@uncg.edu.
- Register for free online training webinars. Some are live webinars; others are pre-recorded and offer training credits (contact hours). Call 1-866-362-7527 or register online at nclap.org.

When planning for program enhancement, always consider the unique features of the classroom and facility such as ages and abilities of the children enrolled, the number of teachers in the classroom, and overall goals and/or philosophy. Programs may also seek advice from their DCDEE Child Care Consultant, local CCR&R and/or Smart Start Partnerships, or other child care agencies.

<p>North Carolina Rated License Assessment Project 915 Northridge St. Greensboro, NC 27402 Website: nclap.org Email: nclap@uncg.edu Toll-free: 1-866-362-7527</p>	
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**References:**

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NC Additional Notes (n.d.). Retrieved from <http://www.nclap.org>.