

ABC Quality



ABC Quality Forms

April 2018 PILOT YEAR

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ABC Quality Participation Agreement Form

___NEW___RENEWAL

South Carolina Department of Social Services ABC Quality Rating & Improvement System Quality Compliance Agreement

AS A CONDITION OF PARTICIPATION AND PAYMENT, I UNDERSTAND AND AGREE:

- Enrollment in the South Carolina Department of Social Services ABC Quality Rating & Improvement System (ABC Quality) is voluntary.
- This Agreement shall not be assigned or transferred.
 - It is only valid at the address enrolled. Should the provider move or relocate, this agreement becomes null and void.
 - The provider shall immediately notify ABC Quality of any changes in ownership of the program or facility including, any management agreements. A change in ownership will render this Agreement null and void, and payment will cease for any current children being served with SC Voucher.
- All information provided on the Provider Enrollment Form and the Rate Certification Form is incorporated as a part of this Agreement, and the provider certifies that all information is true to the best of its knowledge.
- This Agreement shall be in effect for a period of _____ beginning _____. ABC Quality can initiate termination of this agreement by delivering written notification to the provider. The natural ending of this Agreement is not appealable. It is not a guarantee or a right that ABC Quality will offer the provider another Agreement.
- The provisions of this Agreement and performance hereunder are subject to all applicable laws, regulations, ordinances, and codes of the federal, state, and local governments. All terms of the Agreement shall be construed in a manner consistent with the aforesaid laws, regulations, ordinances, and codes. Should any of the terms or conditions of this agreement conflict with any of the aforesaid laws, regulations, ordinances, or codes, then only those terms shall be deemed inoperative and null and void to the extent of the conflict and shall be deemed modified to conform therewith; the remainder of the agreement shall be unaffected.
- The provider will comply with Public Law 103-327, Part C, Environmental Tobacco Smoke Act, also known as the Pro-Children Act, which prohibits smoking in any indoor facility used routinely or regularly for the provision of health, day care, education, or library services to children under the age of 18 years.
- If any dispute shall arise under the terms of this Agreement, the sole and exclusive remedy shall be the filing of a Notice of Appeal within 30 calendar days of receipt of written notice of the ABC Quality action or decision which forms the basis of the appeal. Administrative appeals shall be in accordance with the DSS regulations R. 126-150, et seq., Code of Laws of South Carolina (1976, as amended), Volume 27, and in accordance with the Administrative Procedures Act, Section 1-23-380, code of Laws of South Carolina (1976, as amended).
- No new SC Voucher children will be allowed to connect to my facility during an appeal with ABC Quality or DSS Child Care Licensing. However, the program may continue serving current children for the duration of their eligibility period unless the health and safety of the children are jeopardized.

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| South Carolina Regulations For Child Care Facilities |
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- The facility must maintain a current SC Department of Social Services (DSS) license/approval or Department of Defense Certificate, at all times, if required, by State or Federal law or regulations, and meet all applicable state and local health and safety requirements in order to provide services under this Agreement.
- The facility must maintain a history of compliance with regulations. History of compliance is defined as having: No frequent or multiple deficiencies or a significant event *posing substantial threat to the health or safety of the children that involves supervision, compliance with ratios, or health and safety violations.*
- All staff supervising/caring for children must have Cardiopulmonary Resuscitation (CPR) certification and pediatric first aid certification within 90 days of hire.
- All staff supervising/caring for children must meet the health and safety preservice requirement within 90 days of hire.
- If the health and safety of children are jeopardized and depending upon the severity of the circumstances, ABC Quality may initiate termination of the program's enrollment and immediately withdraw children receiving SC Voucher from the program, even if the program is pursuing an appeal with Child Care Licensing.

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| Service Costs, Payment and Client Fees |
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- The actual rate charged for children under this Agreement, including the Registration Fee, shall not exceed the actual rates charged to all other children except when there are different actual rates charged for different ages within care types. When there are different actual rates charged for different ages within care types, SC Voucher will pay according to the SC Voucher Maximum Payment Scheduled.
- Any available discounts will be extended to children covered under this Agreement to the same extent and in the same manner as all other children.
- If the actual rates charged to private paying clients exceed the maximum rate paid by SC Voucher, the provider may collect the difference from the client, in addition to the client fee.
- The client fees established by SC Voucher shall be collected from each client whose child is covered under this Agreement in advance of service unit delivery. SC Voucher assumes no responsibility for collection or payment of client fees including any additional assessed client fees charged by the provider.
- Requested changes in the service costs shall be submitted to SC Voucher sixty (60) days prior to the effective date of the increase. SC Voucher has the sole and exclusive right to accept or reject any change in the service rate.
- All services provided and claims submitted shall be in accordance with 45 CFR 98 (1998), Provider Business Procedures issued by ABC Quality, and all applicable federal and state laws, rules, and regulations.
- Claims for payment shall be honored by SC Voucher only for active eligible clients as verified by the child care provider and authorized by SC Voucher.
- SC Voucher may not honor payment requests for services submitted by the provider which are more than sixty (60) calendar days later than the service ending dates. SC Voucher shall not be liable for payment of vouchers submitted by the provider that exceed this time frame.

Child Care Records

- The following records shall be maintained for each child receiving SC Voucher from the time of enrollment until the facility has been monitored and the records reviewed, or for a period of three years, whichever is the longest:
 - Daily attendance - maintained in support of payment vouchers; and
 - Copies of Service Voucher Logs [SVL].
- The provider shall report service units not provided and absences as they occur. Failure to report both of these may result in recoupment of funds.
- The provider shall notify SC Voucher when a child misses ten (10) consecutive days without a waiver.
- If the provider continues to serve a client beyond the allowable number of absences for the child, SC Voucher may recoup funds from the provider.
- Records and/or reports requested by ABC Quality shall be furnished upon request.
- During normal business hours, ABC Quality and/or their designee shall have access to all records required under this Agreement. They shall have the right to: examine and make copies, excerpts or transcripts from all records unless precluded by federal or state law; contact and conduct private interviews with the provider and/or its employees; and conduct on-site reviews of all matters relating to this Agreement.
- Once the provider accepts a child using SC Voucher, the provider shall not terminate the child’s attendance without prior notification to SC Voucher. Such notification must include the reason for requested termination, such as failure to pay any client fees, and must be properly documented.

Discontinuation of Service to Clients

- The provider shall be notified if SC Voucher terminates a client. The provider shall be reimbursed only for service units provided to the child until the effective termination date given by SC Voucher. The provider must report any service units not provided and absences to SC Voucher.
- Clients will be allowed to finish any week that payment has been requested for on the SVL.

Discipline

- Corporal punishment is strictly prohibited for any children in the facility, regardless of whether they are children using SC Voucher, private paying children, or children of the owner or employees. Corporal punishment is the use of physical force to the body as a discipline measure. Physical force to the body includes, but is not limited to spanking, slapping, biting, and shaking. The provider agrees to have a written policy that corporal punishment is not allowed, that is signed by parents and staff, and that is updated yearly.

General Issues

- The provider shall safeguard the use and disclosure of information concerning applicants for or recipients of services in accordance with all applicable federal and state laws and regulations and shall restrict access to, and use and disclosure of, such information in compliance with said laws and regulations.
- ABC Quality will notify the appropriate Child Care Licensing Region of all findings of non-compliance to Licensing Regulations.
- ABC Quality assumes no responsibility with respect to accidents, illnesses, or claims arising out of any work undertaken with the assistance of funds paid under this Agreement. The provider shall take

necessary steps to ensure or protect itself, its clients, and its personnel. The provider agrees to comply with all applicable local, state, and federal acts, rules, and regulations.

- The provider must comply with Title VI of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973 when center-based and group home care is provided.
- If the provider receives eighty percent (80%) or more of its operating budget from state and federal funds, it shall not discriminate as to religion in the admission of any child nor in the employment of personnel.
- The provider will serve any children enrolled through this Agreement only at the facility and address enrolled.
- The provider will notify ABC Quality of any intentions to relocate its facility prior to the move. The provider shall not serve any children under this Agreement at the new location/facility until it has met regulatory requirements and been enrolled by ABC Quality.
- The provider will maintain a working LAN (Local Area Network) telephone at its facility at all times and will notify ABC Quality of any change in phone number. Cell phones may be used only in addition to the LAN line.
- The provider will adhere to the requirements of the ABC Quality Standards.
- If the provider receives a grant, it agrees to remain enrolled in ABC Quality for the period required by the grant or funds may be recouped.
- If the provider's enrollment agreement is terminated by ABC Quality or any age group is de-enrolled, the provider cannot reapply for enrollment in ABC Quality for a minimum of one calendar year from the date of termination or de-enrollment.

I certify that I have read, understand and agree to all terms and conditions of this Agreement and the enrollment information I have furnished is true, accurate and complete. I also certify that I have the authority to enter into this agreement and am responsible for adhering to all duties, and responsibilities set forth in the agreement.

Child Care Provider: _____ Date: _____
 (Signature of Owner or Authorized Agent of Owner)

Printed Name of Owner or Authorized Agent of Owner: _____

Name of Facility/Provider: _____

Federal ID/Social Security Number: _____

Eligibility Checklist and Submission Form

Please verify the following and prepare evidence of met criteria

Name of Owner Completing Form: _____

Date Document Completed: _____

| Criteria | Met | Owner Signature |
|---|-----|-----------------|
| Current, regular license/approval/registration (or exemption) with evidence of history of compliance with SC licensing regulations. History of compliance is defined as having no frequent or multiple deficiencies or a significant event posing a substantial threat to the health or safety of the children that involves supervision, compliance with ratios, or health and safety violations and/ or Head Start and other early care and education programs operated by military or tribal programs must show substantial compliance with their regulatory agency. | | |
| Current Pediatric First Aid and Infant/Child CPR certification for all staff responsible for caring for or supervising children. | | |
| Discipline policy prohibiting corporal punishment signed and dated by all staff annually. | | |
| Completion of the SC Health and Safety Pre-Service Certificate or ECD 101 by all staff upon enrollment and within 90 days of hire for new staff. | | |
| Signed acknowledgement from all staff confirming their knowledge of and adherence to the ABC Quality Code of Ethics (see ABC Quality Forms). | | |
| Additional eligibility requirements for License-Exempt Providers | | |
| Verification of minimum staff education/qualifications (18 years old, high school diploma or GED, and 6 months' experience or supervision by a teacher with more than 1 year experience). | | |
| Health Documentation: TB test/Health Assessments for all staff (DSS Form 2926) http://www.scchildcare.org/media/650/2926.pdf . | | |
| Central Registry check of all staff to be conducted by the department to determine any abuse or neglect perpetrated by the person upon a child, and a search of the National Crime Information Center's National Sex Offender Registry and the sex offender registry act pursuant to 45 CFR Sec. 98.43 (DSS Form 2924) http://www.scchildcare.org/media/35674/DSS-Form-2924-APR-16-.pdf . | | |

*** Note:** On or before September 2018, all staff members working at a license-exempt provider must submit to a background check pursuant to the requirements in the 2014 Child Care and Development Block Grant Law and supporting regulations. SC has yet to implement this procedure. License-exempt providers should be prepared to comply once the requirement becomes effective. The background check shall include an FBI fingerprint check and a search of databases in the state where the staff member resides and each state where the staff member resided during the previous five years to include 1) state fingerprint check; 2) state sex offender registry; and 3) state abuse and neglect registry checks.

Code of Ethics Form

Code of Ethics

ABC Quality is committed to a code of ethics that guides the performance, conduct, and behavior of its participants including child care facilities, owners, directors, and teachers. This code offers guidance for responsible behavior and will ensure the highest level of professionalism in the operation and activities of ABC Quality providers. ABC Quality participants will adhere to this code of ethics and relevant program standards and will be held accountable for their actions.

1. Participants will not harm children and will not participate in practices that are emotionally or physically harmful, disrespectful, degrading, dangerous, exploitive, or intimidating to children.
2. Participants will respect colleagues in early child care and education and support them in maintaining the ABC Quality Code of Ethics.
3. Participants will promote safe and healthy working conditions and policies that foster respect, cooperation, collaboration, competence, well-being, confidentiality, and self-esteem in staff members.
4. Participants will not participate in practices that are in violation of laws and regulations protecting children in child care programs.
5. Participants will demonstrate respect and professional courtesy in their relationships with other ABC Quality participants and the public.
6. Participants will not discriminate against children or families on the basis of sex, race, national origin, religious beliefs, medical condition, disability, or the marital status/family structure, sexual orientation or religious beliefs of their families.

Adapted from NAEYC Code of Ethical Conduct, 2011

I have read, understand and agree to abide to the Code of Ethics

Name

Date

Element II: Staff Education and Professional Development Tracking Form

| Staff Name | Program Leadership or Teacher | Education Achieved | Tier Level Entry, Skilled, or Accomplished | PDP (Yes/No) | Annual Training Hours (# of certified) | Date Staff Evaluation completed |
|------------|-------------------------------|--------------------|---|-----------------|---|---------------------------------|
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |
| 6. | | | | | | |
| 7. | | | | | | |
| 8. | | | | | | |
| 9. | | | | | | |
| 10. | | | | | | |

Element V Process Quality Self-Assessment Form – ABC Quality’s Intentional Teaching Tool (ITT) – Infant and Toddler Classrooms

Standard V.A. Responsive and Sensitive Care

| Indicator | Met / Not Yet | Notes |
|--|---------------|-------|
| V.A.1 Demonstrates physical warmth through touching, holding, hugging, patting, rocking, and/or keeping a child close to the teacher’s body. | | |
| V.A.2 Contributes to the overall positive tone of the classroom by being respectful and calm. | | |
| V.A.3 Spends the majority of time interacting with children. | | |
| V.A.4 Responds immediately and appropriately to support a child’s expression of emotions. | | |
| V.A.5 Recognizes children’s need for attachment by demonstrating patience and understanding. | | |
| V.A.6 Respects children’s privacy and maintains confidentiality. | | |
| V.A.7 Positions body to interact and engage with children on their eye-level. | | |
| V.A.8 Respectfully and actively listens when a child talks or attempts to communicate. | | |

Standard V.B. Language and Communication

| Indicator | Met/Not Yet | Notes |
|---|-------------|-------|
| V.B.1 Regularly initiates communication with individual children. | | |
| V.B.2 Responds verbally to all types of a child’s communication attempts. | | |
| V.B.3 Models back and forth communication with individual children. This includes both verbal and non-verbal exchanges. | | |
| V.B.4 Helps children connect words with actions by using self-talk. | | |
| V.B.5 Helps children connect words with actions by using parallel talk. | | |
| V.B.6 Encourages and supports individual children in communicating and labeling their feelings. | | |
| V.B.7 Asks individual children simple, open-ended questions and waits for a response. | | |
| V.B.8 Expands children’s vocabulary by elaborating, extending, and sharing information. | | |
| V.B.9 Uses verbal play to help children learn the foundations of language and early literacy. | | |
| V.B.10 Facilitates peer-to-peer communication to promote social interaction. | | |
| V.B.11 Encourages children to communicate and share language with each other. | | |

Standard V.C. Guidance

| Indicator | Met/Not Yet | Notes |
|--|-------------|-------|
| V.C.1 Uses positive guidance techniques. | | |
| V.C.2 Guides children’s behavior by telling them what to do when an undesirable or disruptive behavior occurs. | | |
| V.C.3 Demonstrates consistency with all children. | | |
| V.C.4 Models and promotes positive peer interactions. | | |
| V.C.5 Encourages children by acknowledging efforts, accomplishments and helpful behaviors. | | |
| V.C.6 Demonstrates realistic expectations for each child. | | |
| V.C.7 Designs and manages the classroom environment to promote positive interactions. | | |
| V.C.8 Anticipates children’s actions to prevent potential conflict or danger by intervening when appropriate. | | |

Standard V.D. Program Structure

| Indicator | Met/Not Yet | Notes |
|---|-------------|-------|
| V.D.1 The room meets the ABC ratios. | | |
| V.D.2 The room meets the ABC group size. | | |
| V.D.3 On a daily basis, children remain in their enrolled classroom for the majority of the day. | | |
| V.D.4 Children’s exposure to unfamiliar teachers is limited. | | |
| V.D.5 Each child is assigned a primary teacher. | | |
| V.D.6 The daily routine includes hand washing with soap and water for teachers and children. | | |
| V.D.7 Teachers use daily routines and/or transitions as opportunities to engage children. | | |
| V.D.8 Teachers conduct smooth transitions. | | |
| V.D.9 Accommodations are made during daily routines to meet children’s individualized needs. | | |
| V.D.10 Family-style dining is practiced during a meal service to encourage independence and socialization. | | |
| V.D.11 Teachers follow a predictable daily routine/schedule so children can learn sequences of events and feel more secure. | | |
| V.D.12 Child-directed activities are provided for children based on their interest. | | |
| V.D.13 All children must have daily outdoor time, weather permitting. | | |

Standard V.E. Early Learning

| Indicator | Met/Not Yet | Notes |
|---|-------------|-------|
| V.E.1 Teacher provides developmentally appropriate opportunities for discovery and learning by allowing children to actively explore the room in a least restrictive environment. | | |
| V.E.2 Teacher provides developmentally and culturally appropriate opportunities for children to complete or participate in self-care and community care tasks. | | |
| V.E.3 Teacher provides developmentally appropriate activities and materials that are concrete and meaningful to children. | | |
| V.E.4 Teacher scaffolds children’s learning during routines and activities. | | |
| V.E.5 Classroom has a written plan of activities that supports the developmental progress of children. | | |
| V.E.6 Ongoing observation and documentation of children’s learning and development are conducted throughout the year. | | |
| V.E.7 Planned activities are linked to specific learning goals and objectives based on individual child assessments. | | |
| V.E.8 Teacher provides experiences that promote children’s early literacy development. | | |
| V.E.9 Teacher provides developmentally appropriate opportunities for children to develop problem solving skills. | | |
| V.E.10 Teacher uses everyday conversations as opportunities for children to learn about nature, science or math. | | |
| V.E.11 Teacher provides developmentally appropriate opportunities for children to enhance fine and gross motor development. | | |

Standard V.F. Environment

| Indicator | Met/Not Yet | Notes |
|--|-------------|-------|
| V.F.1 Room has sufficient, age-appropriate materials so that all children can be actively involved. | | |
| V.F.2 Children are provided some variety of materials from which to choose. | | |
| V.F.3 Children are provided a wide variety of materials from which to choose. | | |
| V.F.4 Play materials are well-organized for children to access them and make deliberate choices. | | |
| V.F.5 The room is divided into spaces for routines and both active and quiet play that are appropriate for the ages of the children enrolled. | | |
| V.F.6 Materials that reflect the diversity of the children's community are accessible. | | |
| V.F.7 A literacy-rich environment is present in the classroom. | | |
| V.F.8 The classroom has a variety of child-related displays that are easily visible to children. | | |
| V.F.9 Furnishings and equipment are child-sized and appropriate for the children currently enrolled. | | |
| V.F.10 Space and furnishings are arranged so that adults can directly supervise and respond to children during routine care and play activities. | | |
| V.F.11 A protected cozy area is available to children throughout the day. | | |
| V.F.12 The classroom space is uncluttered and noise is kept to a moderate level to avoid over-stimulation and distraction. | | |
| V.F.13 Designated outdoor spaces for infants, toddlers, and twos promote exploration in a least restrictive environment. | | |
| V.F.14 Outdoor equipment and materials are age-appropriate, accessible, and sufficient for all children to be actively engaged. | | |
| V.F.15 A variety of age appropriate outdoor portable play materials/equipment is available. | | |
| V.F.16 Outdoor space is planned as a play and learning environment. | | |
| V.F.17 The outdoor environment is naturalized. | | |

Element V Process Quality Self-Assessment Form – ABC Quality’s Intentional Teaching Tool (ITT) – Preschool Classrooms

Standard V.A. Responsive and Sensitive Care

| Indicator | Met/Not Yet | Notes |
|---|-------------|-------|
| V.A.1 Speaks unsolicited to a child. | | |
| V.A.2 Responds verbally to child’s comments/questions. | | |
| V.A.3 Acknowledges a child’s comment/request. | | |
| V.A.4 Shows patience and lack of annoyance with child’s questions. | | |
| V.A.5 Converses mostly with children/limited conversation with adults. | | |
| V.A.6 Maintains eye contact while talking with children. | | |
| V.A. 7 Gives appropriate feedback. Examples: repeat what child says, ask for additional information, give relevant comments to children’s questions/comments. | | |
| V.A.8 Attends while child is speaking to adult, i.e. does not walk away or try to do something else (like wiping tables). | | |
| V.A.9 Actively listens to child’s verbalizations (does not interrupt or cut off child’s verbalizations). | | |

Standard V.B. Language and Communication

| Indicator | Met/Not Yet | Notes |
|--|-------------|-------|
| V.B.1 Asks children individually to talk about activities they are doing (share experiences). Examples: "Was it hard to do?" or "What are you cooking?" | | |
| V.B.2 Asks children individually to share their ideas/feelings about activities/happenings. Examples: (ideas) "What will you make/build?" (feelings) "How do you feel about that?" | | |
| V.B.3 Asks individual children open-ended questions that encourage critical thinking and begin with "why? what? where? and how?" | | |
| V.B.4 Engages in information sharing conversations. Example: "This is a lop-ear rabbit. He likes to eat carrots. Watch while I feed him the carrot." | | |
| V.B.5 Responds in calm manner (no screaming or yelling). | | |
| V.B.6 Listens to a child's explanation/comments even though the child's thinking is faulty. Listens respectfully to child. | | |

Standard V.C. Guidance

| Indicator | Met/Not Yet | Notes |
|--|-------------|-------|
| <p>V.C.1 Provides opportunities for children to be responsible. Examples: picking up toys, wiping spills, personal grooming (toileting, washing hands), obtaining and caring for materials, and other self-help skills.</p> | | |
| <p>V.C.2 Provides children varieties of activities from which to choose: Lets children choose the interest/activity area in which they want to work and also choose the activity in the interest area. This means that staff will not tell children where to go, what to do, or how long to work in an area.</p> | | |
| <p>V.C.3 Staff encourages children to treat each other with kindness and respect; no evidence of ridicule or making fun of others.</p> | | |
| <p>V.C.4 Children's mistakes are handled as routine matters. Example: "You spilled the milk, I'll help you clean it up."</p> | | |
| <p>V.C.5 Room and materials are ready when children arrive.</p> | | |
| <p>V.C.6 Children are told and prepared for what happens next. Example: "After lunch we will take a nap."</p> | | |
| <p>V.C.7 When a child makes an inappropriate choice, the adult helps the child to think about and make a better choice.</p> | | |
| <p>V.C.8 Staff talks about the behavior she wants to correct instead of judging the child. Examples: "It's O.K., we all spill. Use the rag to wipe up the spill." Do not judge: "O.K., Clumsy Sam, wipe up the spill." Children are told what to do not what not to do. Instead of "Don't run" say "John, walk in the class, run outside."</p> | | |
| <p>V.C.9 Staff has a few, fair, simple appropriate classroom rules (no more than 5) and states them clearly to children. Examples are: 1) Walk in the room/run outside. 2) Use your hands to help your friends. 3) Use indoor voices in the classroom.</p> | | |
| <p>V.C.10 Staff practices/models classroom rules (actions speak louder than words). Examples: When staff asks children to use indoor voices, she models using indoor voice (quiet, low pitched).</p> | | |
| <p>V.C.11 Staff encourages children and tells them when they have behaved appropriately. Examples: "You put the puzzle back on the shelf, thank you."</p> | | |
| <p>V.C.12 Children's mistakes are handled individually and privately as possible. Staff do not compare children.</p> | | |
| <p>V.C.13 Uses positive guidance techniques.</p> | | |

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| <p>Clarification: To receive credit, one positive strategy must be observed. If one instance of negative discipline is observed, credit is not received. Examples: Redirection, Anticipation/elimination of potential problem, children are given choices.</p> | | |
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Standard V.D. Program Structure

| Indicator | Met/Not Yet | Notes |
|---|-------------|-------|
| <p>V.D.1 Program maintains required ratio. Staffing patterns shall provide for adult supervision of children at all times and the availability of an additional adult to assume responsibility if one adult must respond to an emergency. Staff are <u>with</u> children, not distracted by other duties (such as cleaning or cooking). Every attempt shall be made to have continuity of adults who work with children. Staff-child ratios shall be maintained through provision of substitutes when regular staff members are absent. Clarification: For mixed age grouping, ratio is based on youngest member of group.</p> | | |
| <p>V.D.2 Program maintains required group size. Staffing patterns shall provide for adult supervision of children at all times and the availability of an additional adult to assume responsibility if one adult must respond to an emergency.</p> | | |
| <p>V.D.3 Children are not required to sit at tables for long periods of time. (Not over 15 to 20 minutes.)</p> | | |
| <p>V.D.4 Group times are relatively short, include experiences children enjoy doing together, and focus on topics of current interest. Clarification: Teacher planned physical activities lasting 5-10 minutes occur at least 2 times per day. These can be planned during total group activities and may include music/movement activities. If group time not observed, teacher interview and lesson plan can be reviewed for planned activities.</p> | | |
| <p>V.D.5 Teachers and children routinely wash hands with soap and water at appropriate times. Clarification: Teachers and children should wash hands with soap and water before preparing/eating a meal or snack, after toileting and after contacting bodily fluids or contaminated items.</p> | | |
| <p>V.D.6 Morning and afternoon schedules allow a large block of time, 45 minutes to 2 hours, for individual and small group activities conducted in interest/activity areas. Children are read to daily in small groups.</p> | | |
| <p>V.D.7 All children must have daily active outdoor play.</p> | | |
| <p>V.D.8 Teacher planned physical activities lasting 5-10 minutes occur at least 2 times per day. Clarification: These can be planned during total group activities and may include music/movement activities. If group time</p> | | |

| | | |
|---|--|--|
| not observed, teacher interview and lesson plan can be reviewed for planned activities. | | |
|---|--|--|

Standard V.E. Early Learning

| Indicator | Met/Not Yet | Notes |
|--|-------------|-------|
| V.E.1 Each child is provided opportunities to learn through actively using materials (touching, holding, handling, and trying different ways to use the materials). | | |
| V.E.2 Teacher provides concrete activities that are meaningful to children. Some examples are: sand, water, blocks and puzzles. | | |
| V.E.3 Each child is provided daily opportunities to select materials/companions and manage play independently. | | |
| V.E.4 Each child has an opportunity to work in many positions. Examples are: on a carpet/rug, on the floor, on a platform, standing at a table/easel, sitting at a table or on a cushion, sitting on the lap of a teacher who's reading to them. | | |
| V.E.5 Each child is allowed choices of activities in which to participate and areas of interest in which they work. | | |
| V.E.6 Each child has ongoing opportunities to talk with adults and other children to share ideas, share classroom and personal experiences and to gain experience through use of language. | | |
| V.E.7 Materials are provided which allow children to use them in many different ways. Examples: playdough can be used to make snakes, used with cookie cutters, used to make "pretend" cake, used to make bracelets or many other uses. | | |
| V.E.8 Children have opportunities to learn about nutrition one time a week or more. Clarification: Nutrition education may be provided during large groups, small groups, in centers or during lunch or snack. If not observed, teacher interview can be used or written plan/schedule can be reviewed. | | |
| V.E.9 Teachers provide opportunities for children to enhance motor development both indoors and outdoors. Clarification: Children are encouraged to be physically active indoors and outdoors at appropriate times. Monitor may interview teacher if not observed. | | |

Standard V.F. Environment

Indoor Physical Environment Calculation

| Interest/Activity Areas | # of different accessible materials |
|--------------------------|-------------------------------------|
| Dramatic Play | |
| Blocks | |
| Art | |
| Manipulatives | |
| Library | |
| Music | |
| Science | |
| Indoor Physical Activity | |
| Other | |

| Indicator - Materials and equipment – Indoor | Met/Not Yet | Notes |
|--|-------------|-------|
| V.F.1 Room has 5 interest/activity areas with a minimum of 5 different accessible materials per interest/activity area. | | |
| V.F.2 Age appropriate equipment is used. (Manufacturer's label may note age appropriateness). | | |
| V.F.3 Materials are intact and in good repair with no missing parts, sharp edges, or rust. | | |
| V.F.4 Materials are arranged so children can get materials by themselves without adult assistance. | | |
| V.F.5 Children work independently with equipment/materials by themselves or in small groups. | | |
| V.F.6 Children are provided play materials that promote physical activity indoors (e.g. scarves, bean bags, ribbons, music/movement CD's, musical instruments) at appropriate times. | | |
| Indicator - Materials and equipment – Outdoor | Met/Not Yet | Notes |
| V.F.7 Age appropriate outdoor equipment is used. (Manufacturer's label may note age appropriateness). | | |
| V.F.8 Materials are in good repair with no sharp edges, rust or other hazards. | | |
| V.F.9 The outdoor play area is clean, safe, and free of hazards such as garbage, glass, cans, overgrowth, broken structures, loose nails, tree limbs and junked equipment/cars. | | |
| V.F.10 There is a variety of age-appropriate outdoor portable play materials/equipment on the playground sufficient for all children to be actively involved in vigorous play activities. Children do not just wander around with nothing to do. This can be accomplished by supplementing outdoor portable play materials/equipment with in-ground playground equipment (or) leading and involving children in games (or) a combination of portable play materials and any of the others. | | |

Element V Process Quality Self-Assessment Form – ABC Quality’s Intentional Teaching Tool (ITT) – School Age Classrooms

STANDARD V.A. Responsive and Sensitive Care

| Indicator | Met/Not Yet | Notes |
|--|-------------|-------|
| V.A.1 Speaks unsolicited to a child. | | |
| V.A.2 Responds verbally to a child's comments/questions. | | |
| V.A.3 Acknowledges a child's comment/request. | | |
| V.A.4 Shows patience rather than annoyance with a child's questions. | | |
| V.A.5 Talks mostly with children/limited conversation with other staff. | | |
| V.A.6 Maintains eye contact while talking with children. | | |
| V.A.7 Gives appropriate feedback. Examples: repeats what a child says, asks for additional information, gives relevant comments to children's questions or comments. | | |
| V.A.8 Attends while a child is speaking to him/her, i.e. does not walk away or try to do something else (like wiping tables). | | |
| V.A.9 Actively listens when a child talks (does not interrupt or cut off child's conversations). | | |

STANDARD V.B. Language and Communication

| Indicator | Met/Not Yet | Notes |
|---|-------------|-------|
| V.B.1 Asks children individually to talk about activities they are doing (share experiences) to adults and other children. Examples: "Was it hard to do?" or "What are you cooking?" or "Tell Tom how you made that." | | |
| V.B.2 Asks children individually to share their ideas/feelings about activities/happenings to adults and children. Examples: (ideas) "What will you make/build?" (feelings) "How do you feel about that?" | | |
| V.B.3 Asks children individually open-ended questions that require more than just "yes" or "no." Example: "What do you think would happen if...?" | | |
| V.B.4 Responds in a calm manner (no screaming or yelling). | | |
| V.B.5 Listens to a child's explanation/comments and helps extend his thinking by asking additional questions. Listens respectfully to each child. | | |

STANDARD V.C. Guidance

| Indicator | Met/Not Yet | Notes |
|--|-------------|-------|
| V.C.1 Provides opportunities for children to practice and display their abilities with independent living skills, such as housekeeping chores, caring for animals/materials, personal grooming. | | |
| V.C.2 Encourages and supports children to make decisions for themselves. Staff available as needed. | | |
| V.C.3 Provides opportunities for children to become involved in meaningful activities of their own choosing by offering a variety of age-appropriate activities. | | |
| V.C.4 Encourages children to treat each other with kindness and respect and to learn appropriate ways to handle rejection, teasing and other actions which could cause hurt feelings. | | |
| V.C.5 When children accidentally damage equipment, have spills, or break things, teacher handles the matter privately. Example: A child leaves the lid off the bottle of glue and the glue is drying out. Teacher says, "Mix some water in the glue. It's easy to forget to put the lid on." | | |
| V.C.6 Provides children with a dependable yet flexible routine. | | |
| V.C.7 When mistakes are made, teacher assists children in looking for alternative ways to solve their mistakes or problems. | | |
| V.C.8 Has a few, fair, positive, simple, appropriate classroom rules which are posted. Children are encouraged and involved in discussing the rules. Staff models classroom rules (actions speak louder than words). | | |
| V.C.9 Uses positive guidance techniques. Clarification: To receive credit, one positive strategy must be observed. If one instance of negative discipline (as defined in Standard II.A.) is observed, credit is not received. | | |
| V.C.10 Responds equitably to all children without comparison ("Why can't you be good like John?") or criticism ("You are so messy. Why can't you be neat?") or harsh treatment. | | |
| V.C.11 Helps children develop negotiating skills in solving disputes using words to work out problems. | | |
| V.C.12 Uses opportunities during activities to actively teach children how to cooperate with each other. | | |
| V.C.13 Steps in quickly when children's responses become physical and discusses inappropriateness of such responses. | | |
| V.C.14 Helps children deal with feelings (anger, sadness, frustration) by comforting, identifying feelings and helping children use words to solve their problems. | | |
| V.C.15 Knows where children are and what they are doing at all times, but children may be allowed to pursue activities outside of a teacher's direct sight. | | |

STANDARD V.D. Program Structure

| Indicator | Met/Not Yet | Notes |
|--|-------------|-------|
| <p>V.D.1. Program maintains required ratio. Staffing patterns shall provide for adult supervision of children at all times and the availability of an additional adult to assume responsibility if one adult must respond to an emergency. Staff are <u>with</u> children, not distracted by other duties (such as cleaning or cooking). Every attempt shall be made to have continuity of adults who work with children. Staff-child ratios shall be maintained through provision of substitutes when regular staff members are absent.</p> | | |
| <p>V.D.2. Program maintains required group size. Staffing patterns shall provide for adult supervision of children at all times and the availability of an additional adult to assume responsibility if one adult must respond to an emergency.</p> | | |
| <p>V.D.3 Teachers and children routinely wash hands with soap and water at appropriate times.</p> | | |
| <p>V.D.4 Provides all children daily active outdoor play, weather permitting. criteria above. Note clarifications for programs offering part day or half day (Standard II. C. 5.)</p> | | |
| <p>V.D.5 Schedule balances total group, small group and individual time.</p> | | |
| <p>V.D.6 Teacher planned physical activities lasting 5-10 minutes occur at least twice a day in a full-day schedule, (or once in a part-time or half-day program). If not observed, teacher interview and lesson plan can be reviewed for planned activities.</p> | | |
| <p>V.D.7 Conducts smooth and unregimented transitions between activities. School-age children help plan and participate in the change of activity, and have time to adjust to change from school to center.</p> | | |

STANDARD V.E. Early Learning

| Indicator | Met/Not Yet | Notes |
|---|-------------|-------|
| V.E.1 Encourages children to be physically active indoors and outdoors at appropriate times through a variety of large muscle activities and vigorous exercises that allows children to move around and "let off steam." Examples: running, jumping, throwing, catching, tumbling, dodge ball. If not observed, teacher interview and lesson plan can be reviewed for planned activities. | | |
| V.E.2 Provides children time to be alone, to rest, reflect and read. | | |
| V.E.3 Provides children a place, time and adult guidance/support/assistance to complete homework. | | |
| V.E.4 Provides each child opportunities to experience success through actively using materials (touching, holding, handling, and experimenting with different ways to use the materials. | | |
| V.E.5 Allows each child choices of activities in which to participate and areas of interest in which to work. Provides each child daily opportunities to select materials/companions and manage play independently, i.e. may participate in group games or may choose to work or play alone. | | |
| V.E.6 Does not require children to sit at tables but gives them an opportunity to work in many positions. Examples: on a carpet/rug, on the floor, or sitting at a table or on a cushion, sofa, bean bag, stage, pillows, etc. | | |
| V.E.7 Provides each child ongoing opportunities to talk with adults and other children to share ideas, share classroom and personal experiences and to develop friendships, etc. | | |
| V.E.8 Provides many ways to express creativity: cooking, paint, clay, crafts, etc. Encourages dancing, creative dramatics, singing, or playing instruments. | | |
| V.E.9 Activities emphasize cooperation; games and activities do not require excessive competition. | | |
| V.E.10 Program includes opportunities to learn about nutrition 1 time per week or more. Clarification: Nutrition education may be provided during large groups, small groups, in centers or during lunch or snack. If not observed, teacher interview can be used or written plan/schedule can be reviewed. | | |

STANDARD V.F. ENVIRONMENT

| Interest/Activity Areas/Categories | # of different accessible items |
|---|---------------------------------|
| Active indoor area (e.g. tumbling, balls, balance beam) | |
| Building and miniature materials for imaginative play (e.g. Legos, unit blocks, tinker toys) | |
| Dramatic play and home living, role playing with a variety of career awareness materials (e.g. teacher, journalist, restaurant worker, police officer, doctor.) | |
| Arts, crafts, and creative construction (e.g. paints, chalk, markers, pompoms, beadwork, pipe stems, cloth, cardboard tubes, woodworking, modeling clay) | |
| Quiet center (e.g. loft, quiet pillow corner, large boxes) | |
| Literature (e.g. books, flannel board stories, writing centers, listening activities, audio-visual resources) | |
| Puzzles (e.g. variety of puzzles, problem solving situations) | |
| Table games (e.g. chess, checkers, monopoly and cards) | |
| Science, math, social studies and exploration (e.g. experiments, math and science games, plants, animals, computers, gardening) | |
| Homework area with current resource materials available. (e.g. paper, pens, dictionary, thesaurus, clipboards, textbooks) | |
| Homelike area (e.g. adult-sized upholstered furniture, tables, lamps) | |
| Music and movement (e.g. CD player, CD's, scarves, ribbons, streamers, rhythm instruments) | |
| Others (please list) | |

| Indicator – Indoor | Met/Not Yet | Notes |
|--|-------------|-------|
| V.F.1 School age children have at least 5 interest/activity areas with a minimum of 5 different materials per interest/activity area set up to encourage children's freedom of choice and opportunities to use materials in activities with adults assuming roles of resource persons. | | |
| V.F.2 Age appropriate equipment is used. | | |
| V.F.3 Materials are intact and in good repair with no missing parts, sharp edges, or rust. | | |
| V.F.4 Materials are arranged so children can get materials by themselves without adult assistance. | | |
| V.F.5 Children work independently with equipment/materials by themselves or in small groups. | | |
| V.F.6 Children's storage with private compartments or space is provided. | | |
| V.F.7 Children are provided play materials that promote physical activity indoors (e.g. balls, music/movement CD's) at appropriate times. | | |
| Indicator – Outdoor | Met/Not Yet | Notes |
| V.F.8 Age appropriate outdoor equipment is used. | | |
| V.F.9 Materials are in good repair with no sharp edges, rust or other hazards. | | |
| V.F.10 The outdoor play area is clean, safe, and free of hazards such as garbage, glass, cans, overgrowth, broken structures, loose nails, tree limbs and junked equipment/cars. | | |

| | | |
|---|--|--|
| <p>V.F.11 There is a variety of age-appropriate outdoor portable play materials/equipment on the playground sufficient for all children to be actively involved in vigorous play activities. This can be accomplished by supplementing outdoor portable play materials/equipment with playground equipment, or planning/leading and involving children in games, or a combination of portable play materials and any of the others.</p> | | |
|---|--|--|