

17 SACERS-U (page 13) Item #6 Furnishings for learning and recreational activities, 7.1- “Full range” is defined as a wide variety of different types. Base the score on activities set up for use during the observation, from what is listed on the schedule and from photos of recent activities.

17 SACERS-U (page 18) Item #11 Health policy, 5.2, 7.1- If the program does not give medication and this is a stated policy, score indicators 5.2 and 7.1 NA.

17 SACERS-U (page 21) Item #14 Safety practice, 1.1, 1.2, 3.1- Taken from ASTM F2049: A barrier needs to be in place to prevent a vehicle from accidentally entering the play space. This can be done one of 3 ways: 1.) Discrete barrier such as structural bollards, trees, or posts, should be placed along any side of the playground which is within 30 feet of streets or parking. Discrete barriers need to be placed with a maximum of 42 in. apart from each other. The distance from the fence to the barrier is a minimum of 2 feet.

17 SACERS-U (page 21) Item #14 Safety practice, 1.1, 1.2, 3.1 (continued)- 2.) Continuous Barrier such as guardrails, concrete or brick reinforced wall should be placed along any side of the playground which is within 30 feet of streets or parking. The distance from the fence to the barriers is a minimum of 2 feet and a height of at least 48 in. 3.) Compliant impact tested fence: Need proof of compliance.

17 SACERS-U (page 21) Item #14 Safety practice, 1.1, 1.2, 3.1- When noting hazards, do not try to imagine every possible accident that could occur. Instead consider the **seriousness** of the hazard and the **likelihood**. A major hazard is one where the risk of serious injury is very high. A minor hazard is one where the consequences would not be as great or the accident would be less likely. (Ex. a bottle of full-strength bleach left within reach on a table (major hazard), compared to a bottle that is stored up high, out of reach, but not locked (minor hazard).

17 SACERS-U (page 21) Item #14 Safety practice, 1.1, 3.1- Consider bollards in safety practices as an indoor safety hazard based on classroom location (for example, a program in a strip mall, that is close to parking or streets with a classroom facing the parking or street). A barrier needs to be in place to prevent a vehicle from accidentally entering the indoor play space.

17 SACERS-U (page 21) Item #14 Safety practice, 1.1, 3.1 (continued)- A barrier such as structural bollards, trees, or posts should be placed along any areas where a classroom is located with 30 feet of streets or parking. Barriers need to be placed with a maximum of 42 in. apart from each other.

17 SACERS-U (page 23) Item #16 Departure, 1.3, 3.3, 5.3- “Being bused” is defined as when children are driven between their home and school on a school bus. “Going home on their own” is defined as getting home without being bused, driven or accompanied by a parent/adult. For programs that do not allow children to go home on their own and do not use buses, score indicators 1.3, 3.3 and 5.3 NA.

17 SACERS-U (page 24) Item #17 Meals/snacks, 3.6- Score this item NA if the program does not provide food. For example, children bring in their own snacks from home.

17 SACERS-U (page 26) Item #19 Arts and crafts, 5.2, 5.3- For these indicators, consider displayed art work/projects as well as how art materials are set up and being used during the observation.

17 SACERS-U (page 29) Item #22 Dramatic play/theatre, 5.1- This indicator should read: “Variety of dramatic play materials accessible for both boys and girls that support many roles and situations (Ex: work, adventure, fantasy, theatrical productions, etc.).”

The variety of dramatic play materials in indicator 5.1 must be accessible for at least 30 minutes in a program of 3 hours or more.

17 SACERS-U (page 29) Item #22 Dramatic play/theatre, 5.2- More active involvement (Ex: staff bringing children additional props, playing along with children, on-going attention, etc.) from staff is required to meet this indicator than what is required for 3.2 and it must be observed during the observation.

17 SACERS-U (page 30) Item #23 Language/reading activities, 3.1, 5.1- For these indicators, consider both the **quantity** and the **quality** of the violence in the materials. For example, under 3.1 there may be many violent/graphic books present, under 5.1 there may be just a few. Also, if the materials are extremely graphic and gory they would be considered under 3.1. If there is minor violence (Ex: character getting chased with a club, fighting, etc.) it would be considered under 5.1.

17 SACERS-U (page 31) Item #24 Math/reasoning activities, 7.2- This type of interaction should occur informally and must be observed.

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17 SACERS-U (page 32) Item #25 Science/nature activities, 5.2- Natural, living plants and/or animals should be part of the regular daily program and children should be involved with their care in some way throughout the school year.

17 SACERS-U (page 32) Item #25 Science/nature activities, 7.1- To receive credit, this needs to be part of the ongoing, regular program.

17 SACERS-U (page 37) Item #30 Staff supervision of children, 5.2- This must be observed to receive credit. Other examples include staff encouraging children to try new things, encouraging the losing team of a game, encouraging a child to finish homework, etc.