

A B C Quality



ABC Structural Quality Clarification Guide

Structural Quality Indicators

Programs earn Structural Quality points by providing evidence for indicators that demonstrate their program's strengths. All evidence can be provided and organized within a portfolio that demonstrates the program meets the intention of the structural quality indicators. Each program is encouraged to collect evidence that is meaningful and relevant to them. Programs are not expected to meet and provide evidence for each indicator, but instead to collect only evidence for indicators that are currently being implemented or practiced at the time of the review.

Structural Quality is verified through either an onsite review of documentation or submission of documents to the ABC Quality office, assessed by your **Quality Assessor**. Programs choose which method works best for them.

Organizing Evidence for the Structural Quality Review

- Collect and include evidence for each indicator that reflects your program's current best practices to organize in your portfolio (e.g. photos, copy of documents, handbooks, flyers, newsletters, emails, written statements, policy statements, etc.)
- Label each document with the indicator number (e.g. I.A.2, II.C.1, etc.) to receive credit. Each submission must be clearly labeled to receive credit. Writing the indicator number on the document and highlighting relevant sections of documents is highly recommended.
- Policies and forms adopted from an outside resource can be used, but must be personalized and individualized to the program.
- Provide a blank copy of all documents that have personal information pertaining to children, families, and staff.
- Use the ABC Quality form, *Staffing Education and Professional Development* to support Element II. This completed form along with supporting documents should be filed in your program's portfolio.
- Visit <http://scchildcare.org/library/abc-quality-documents.aspx> for more information on ABC Quality Structural Indicators.
- Definitions for bolded terminology can be found in the Glossary of Terms.
- For technical assistance contact your **Quality Coach** at SC Child Care Resource and Referral, <http://www.sc-ccrr.org/>.

Element I: Program Administration and Structure

Standard I.A: Organizational Structure/Program Operations

Standard I.B: Policies and Procedures Relating to the Care of Children

Standard I.A Organizational Structure/Program Operations

Indicators
<p>I.A.1 The program has a clearly stated mission or philosophy statement. (1 pt.)</p> <p>Clarification: The program mission or philosophy statement must be clearly stated, which means it is written and provides guidance to program staff and/or parents regarding the program’s core purpose, beliefs, values and/or focus.</p> <p>Examples:</p> <ul style="list-style-type: none">- Written statement that is part of a staff or parent handbook.- Photo of posted statement on a plaque or bulletin board.- Statement on program’s website.- Statement on an informative brochure.
<p>I.A.2 The program utilizes staff and parent program evaluations to inform written plans for continuous quality improvement. (1 pt.)</p> <p>Clarification: Program evaluation is a tool for gathering feedback from the stakeholders (parents and staff) regarding their satisfaction and program effectiveness. Program evaluation data becomes purposeful when it informs program leadership on continuous quality improvement. A written quality improvement plan with target goals is developed based on the feedback from staff and parents. The following components must be present to receive credit: evaluation feedback (surveys, questionnaires, PTO, suggestion box), source of feedback (parents and staff), and plans/goals/action taken as a result of feedback.</p> <p>Examples:</p> <ul style="list-style-type: none">- Goals from strategic plan or quality improvement plan are labeled as developed by evaluations from staff/parents.- Written program log of feedback from evaluations and description of how it is used to develop goals for quality improvement.
<p>I.A.3 The program utilizes the Program Administration Scale (PAS) to measure leadership and management practices as a self-assessment tool to inform quality improvement. (2 pts.)</p> <p>Clarification: The PAS is a self-assessment tool used to measure the quality of leadership and management practices of center-based early care and education programs. To receive credit the PAS must be completed.</p> <p>Examples:</p> <ul style="list-style-type: none">- PAS Worksheets and Forms (Administrator Qualifications Worksheet, Teaching Qualifications Worksheet, Summary of Teaching Staff Qualifications Worksheet)- PAS Item Summary- PAS Profile

Standard I.B Policies and Procedures Relating to the Care of Children

*Not applicable for **School-Age Only Programs**

Indicators

I.B.1 The program has a **staffing plan** that demonstrates how each classroom meets ABC Quality ratios and group sizes. (4 pts.)

Child Age	ABC Ratio Adult: Child	ABC Group Size	Child Age	ABC Ratio Adult: Child	ABC Group Size
0 to 12 months*	1 adult : 4 children	8	4 to 5 years*	1 adult : 13 children	26
12 to 24 months*	1 adult : 5 children	10	5 to 6 years	1 adult : 15 children	30
2 to 3 years*	1 adult : 7 children	14	6 to 9 years	1 adult : 18 children	36
3 to 4 years*	1 adult : 11 children	22	9 to 13 years	1 adult : 20 children	40

Clarification: The staffing plan lists which staff are assigned to each classroom and how many children are enrolled in each classroom by age (including part-time and drop-in children). The plan includes the staff's scheduled hours for the classroom. It should also list the maximum staff: child ratio maintained for each classroom. ABC Quality ratios and group-size are applied using the youngest child in the group. Group size is determined by the total number of enrolled children in a classroom. Documentation must include children's ages or dates of birth. All of these components must be present to receive credit. Programs must demonstrate that they are meeting both ratios and group size to receive credit.

Examples:

- Staff schedules with work hours and corresponding classroom tracking sheets.
- Completion of ABCQ Staffing Plan, with supporting documents.
- List of classrooms with their enrolled numbers of children by age.
- Classroom attendance lists that include full enrollment with the children's ages.
- Printed classroom enrollment reports.

I.B.2* The program provides teacher **paid planning time** to support opportunities to plan, assess, and change practices. (1 pt.)

Clarification: Paid planning time must occur when a teacher does not have direct responsibility for children. This time can be used for teachers to plan together, mentor each other, develop child portfolios, etc. The staffing plan must demonstrate how teachers are relieved to have time for planning.

Examples:

- List of times that each classroom teacher is given planning and who fills in for the teacher.
- Completion of the ABCQ Staffing Plan.

I.B.3* The program has a transition policy that includes practices to support successful **internal transitions** (moving to new classrooms within the center) and **external transitions** (when new children join the program or a child permanently leaves the program to attend another program or school environment). (1 pt.)

Clarification: The internal transition policy describes criteria for determining when a child may transition and how often children are transitioned to other classrooms. It also describes the practices that the program has put in place to support successful transitions within the program. The internal transition plan limits changes to not more than once a year. The external transition policy describes how the program supports children and their families as they arrive and/or leave to prepare for a new environment. All components must be present to receive credit.

Examples:

- Written program policy describing internal transitions to include frequency, and how external transitions are supported.

I.B.4 The program's Inclusion Policies follow ADA Guidelines and includes: (2 pts.)

- **Nondiscrimination** and **confidentiality** statements;
- A description of **communication strategies** used with parents to learn about individual child needs and necessary supports for the child's inclusion and participation;
- A process for determining reasonable **modifications and accommodations** to include children with varying abilities in all activities and routines; and
- **Specialized services** to support children with disabilities that are carried out in the classroom setting.

Clarification: The inclusion policies must include all the components listed above. The program must establish a written policy to ensure nondiscrimination as well as confidentiality. The program must list or share written evidence of two or more methods they use to communicate with families to learn about their child's individual needs or supports. The program must establish a written description, plan, or procedure for determining how and when reasonable modifications and accommodations will be made to support children's participation. For additional information about reasonable modifications and accommodations, visit: <https://www.ada.gov/childqanda.htm> The written policy must address how specialized services will take place in the child's classroom setting. All components must be included to receive credit, however, these components may appear separately in different parts of program's policy manual/handbooks.

Examples:

- Program's written Inclusion Policy that addresses ALL of the above components.

I.B.5 The program's Inclusion Policies includes: (2 pts.)

- Plans for teachers to participate in the Individualized Care Plans (**Individualized Family Service Plan** (IFSP) and/or **Individualized Education Plan** (IEP) if parents request; and
- Plans for teachers to use goals from the IFSP/IEP to support a child's individual learning.

Clarification: With parent permission the child's teacher can participate in the development of these plans. Teachers work with IFSP/IEP team to incorporate activities and strategies to support child's goals and outcomes in the child's classroom.

Examples:

- Written program policy could include the following:
 - o Child care offers to host the IFSP planning meeting at the center.
 - o The program allows teachers, at the family's request, to be included in IFSP/IEP meetings.
 - o Teachers seek permission from parents to communicate with public school based special education personnel.
 - o With parent's permission, teachers communicate with specialized service providers.
 - o Teachers consider IFSP/IEP goals when writing lesson plans or developing an individualized learning plan for child.
 - o Teacher and parent determine goals that should be addressed in the classroom.

Element II: Staff Education and Professional Development

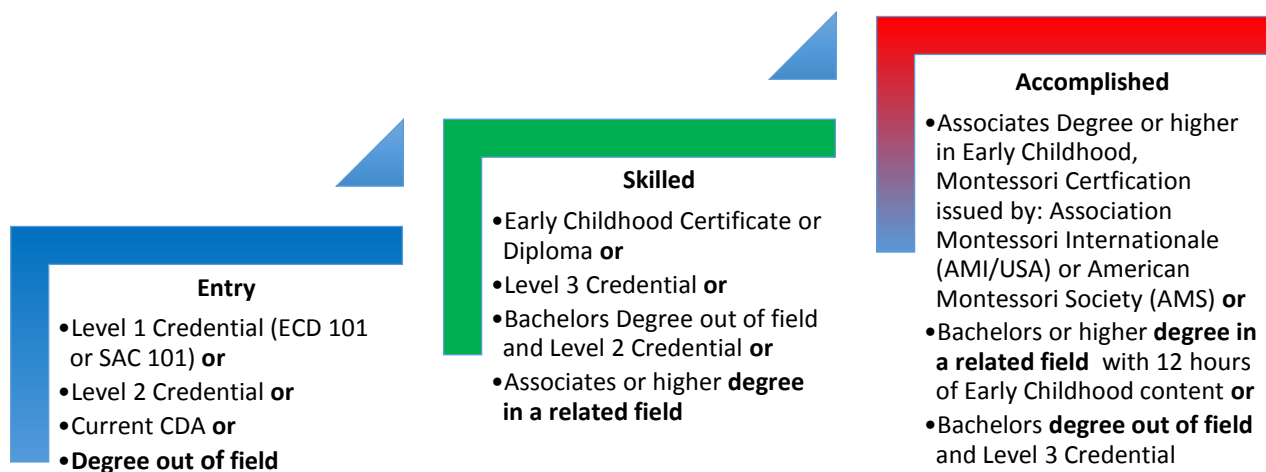
Standard II.A Education - Program Leadership/Administrators

Standard II.B Education - Teachers

Standard II.C Staff Evaluation and Ongoing Professional Development

Education Tiers

Note: Each tier is built on the foundation of meeting the staffing qualifications defined in the Child Care Licensing Regulations (114-503 K). A high school diploma or GED is the minimum staff qualification for Child Care Licensing and therefore does NOT meet any of the Education Tiers. Early care and education professionals are encouraged to move up the tiers to advance their practice and understanding in the field. (See **SC Early Care and Education Career Path and Credential Levels in ABCQ Supplemental Information**)



NOTE: Completion of the *Element II: Staff Education and Professional Development Tracking Form* with supporting evidence tracks the documentation needed to receive points for indicators within this Element.

Standard II.A Program Leadership/Administrators

Indicators

II.A.1 All **program leadership/administrators** meet the *Entry Tier* qualifications. (3 pts.)

Clarification: Refer to the Education Tiers chart to find education qualifications at the *Entry Tier*. The *Element II: Staff Education and Professional Development Tracking Form* is a support document that can be used to list staff and their related qualifications. To receive credit, all education documentation for program leadership/administrators must be submitted for review.

Examples:

- Copies of diplomas, degrees, certificates, and/or transcripts that reflect earned education for all program leadership/administrators.
- Completed *Staff Education and Professional Development Tracking Form* AND copies of supporting education documents.

II.A.2 All **program leadership/administrators** meet the *Entry Tier* qualifications and at least one meets the *Skilled Tier*. (3 pts.)

Clarification: Refer to the Education Tiers chart to find education qualifications at the *Entry Tier* and *Skilled Tier*. The *Element II: Staff Education and Professional Development Tracking Form* is a support document that can be used to list staff and their related qualifications. To receive credit, all education documentation for program leadership/administrators must be submitted for review.

Examples:

- Copies of diplomas, degrees, certificates, and/or transcripts that reflect earned education for all program leadership/administrators.
- Completed *Staff Education and Professional Development Tracking Form* AND copies of supporting education documents.

II.A.3 All **program leadership/administrators** meet the *Skilled Tier* qualifications and at least one meets the *Accomplished Tier*. (3 pts.)

Clarification: Refer to the Education Tiers chart to find education qualifications at the *Skilled Tier* and *Accomplished Tier*. The *Element II: Staff Education and Professional Development Tracking Form* is a support document that can be used to list staff and their related qualifications. To receive credit, all education documentation for program leadership/administrators must be submitted for review.

Examples:

- Copies of diplomas, degrees, certificates, and/or transcripts that reflect earned education for all program leadership/administrators.
- Completed *Staff Education and Professional Development Tracking Form* AND copies of supporting education documents.

Standard II.B Teachers

Indicators

II.B.1 A minimum of 50% of **teachers** meet or exceed the *Entry Tier* qualifications. (4 pts.)

Clarifications: Refer to the Education Tiers chart to find *education* qualifications at each tier level. The *Element II: Staff Education and Professional Development Tracking Form* is a support document that can be used to list staff and their related qualifications. To receive credit, all education documentation for program teachers must be submitted for review.

Examples:

- Copies of diplomas, degrees, certificates, and/or transcripts that reflect earned education for all teachers.
- Completed *Staff Education and Professional Development Tracking Form* AND copies of supporting education documents.

II.B.2 A minimum of 75% of **teachers** meet or exceed the *Entry Tier* qualifications AND a minimum of 25% of teachers meet or exceed the *Skilled Tier* qualifications. (4 pts.)

Clarification: Refer to the Education Tiers chart to find *education* qualifications at each tier level. The *Element II: Staff Education and Professional Development Tracking Form* is a support document that can be used to list staff and their related qualifications. To receive credit, all education documentation for program teachers must be submitted for review.

Examples:

- Copies of diplomas, degrees, certificates, and/or transcripts that reflect earned education for all teachers.
- Completed *Staff Education and Professional Development Tracking Form* AND copies of supporting education documents.

II.B.3 100% of **teachers** meet or exceed the *Entry Tier* qualifications AND a minimum of 25% of teachers meet or exceed the *Accomplished Tier* qualifications. (4 pts.)

Clarification: Refer to the Education Tiers chart to find *education* qualifications at each tier level. The *Element II: Staff Education and Professional Development Tracking Form* is a support document that can be used to list staff and their related qualifications. To receive credit, all education documentation for program teachers must be submitted for review.

Examples:

- Copies of diplomas, degrees, certificates, and/or transcripts that reflect earned education for all teachers.
- Completed *Staff Education and Professional Development Tracking Form* AND copies of supporting education documents.

Standard II.C Staff Evaluation and Ongoing Professional Development

Indicators
<p>II.C.1 Program leadership provides early care and education professionals with an annual written evaluation based on supervision and observation of performance. (1 pt.)</p> <p>Clarification: To receive credit, written, annual staff evaluations are conducted by the program leadership and provide performance feedback to employees.</p> <p>Examples:</p> <ul style="list-style-type: none">- Sample staff evaluation with protocol on how frequently they are conducted.- Written policy that details the staff evaluation process
<p>II.C.2 The written staff evaluation includes feedback on strengths and areas that need improvement. (1 pt.)</p> <p>Clarification: The feedback included on written staff evaluations must include both strengths and areas in need of improvement. Strengths and weaknesses can come in the form of a rating scale, open-ended comments, checklists, and/or feedback from performance evaluations.</p> <p>Examples:</p> <ul style="list-style-type: none">- Sample staff evaluation that includes employee strengths and areas of improvement.- Written policy that explains the content within the evaluation.
<p>II.C.3 The results of written evaluations inform staff professional development plans and/or targeted staff supports to improve practice. (1 pt.)</p> <p>Clarification: Staff evaluations are used to support staff in their professional growth. Program leadership may identify areas that need improvement/goals, or a teacher may express areas of interest during the evaluation process. Once identified, professional development plans and/or targeted staff supports are located to enhance learning and improvement of practice.</p> <p>Examples:</p> <ul style="list-style-type: none">- Sample staff evaluation that has section regarding next steps/targeted supports.- Professional Development Plans are developed and/or edited based on staff evaluations.- Policy in the staff handbook regarding how staff evaluations determine professional development plans and/or other supports.
<p>II.C.4 The program's early care and education professionals utilize an individualized professional development plan. (1 pt.)</p> <p>Clarification: A Professional Development Plan is a written roadmap for an individual's skills practice, training and/or educational goals. It can be based on areas identified as needing improvement during the written evaluation. The Individualized Professional Development Plan must include timeframes to meet goals.</p> <p>Examples:</p> <ul style="list-style-type: none">- Sample of Professional Development Plan

II.C.5 At least 50% of **teachers** exceed the 15 hours of training *required by* SC Child Care Licensing Regulations in the calendar year (Jan – Dec). (1 pt.)

Clarification: SC Child Care Licensing Regulations require that child care professionals (excluding emergency persons) receive 15 hours of training each year. Training hours are verified based on the PREVIOUS calendar year. All training must be recorded on the Center for Child Care Career Development’s training transcripts. To receive credit, at least half of the program’s staff must exceed 15 hours of annual training. New employees hired within the previous calendar year will be required to exceed the pro-rated number of hours based on the number of months employed. New employees who have been hired within the calendar year of their current ABCQ assessment will not be included in the total.

Examples:

- Center for Child Care Career Development (CCCCD) student number/training transcripts/ for all teachers, except emergency persons, AND complete list of teachers with hire dates.
- Completed *Staff Education and Professional Development Tracking Form* AND submission of all Center for Child Care Career Development (CCCCD) student number/training transcripts/ for all teachers.

II.C.6 All **program leadership/administrators** exceed 20 hours of training in the calendar year (Jan – Dec). (1 pt.)

Clarification: SC Child Care Licensing Regulations require that child care directors receive 20 hours of training each year. Training hours are verified on the PREVIOUS calendar year. To receive credit, all of the program’s leadership staff must exceed 20 hours of annual training. New employees hired with the previous calendar year will be required to exceed a pro-rated number of hours based on the number of months employed. New employees who have been hired within the calendar year of their current ABCQ Assessment will not be included in total.

- Center for Child Care Career Development (CCCCD) student number/training transcripts for program leadership/administrators.
- Completed *Staff Education and Professional Development Tracking Form* AND submission of all Center for Child Care Career Development (CCCCD) student number/training transcripts for all program leadership/administration.

II.C.7 At least 75% of **teachers** meet or exceed 20 hours of training in the calendar year (Jan – Dec). (1 pt.)

Clarification: SC Child Care Licensing Regulations require that child care professionals (excluding emergency persons) receive 15 hours of training each year. Training hours are verified based on the PREVIOUS calendar year. All training must be recorded on the Center for Child Care Career Development’s training transcripts. To receive credit, 75% of the program’s staff must exceed 20 hours of annual training. New employees hired with the previous calendar year will be required to exceed the pro-rated number of hours based on the number of months employed. New employees who have been hired within the calendar year of their current ABCQ assessment will not be included in the total.

Examples:

- Center for Child Care Career Development (CCCCD) student number/training transcripts for all teachers, except emergency persons, AND complete list of teachers with hire dates.
- Completed *Staff Education and Professional Development Tracking Form* AND submission of all Center for Child Care Career Development (CCCCD) student number/training transcripts for all teachers.

II.C.8 100% of **teachers** meet or exceed 20 hours of training in the calendar year (Jan – Dec). (1 pt.)

Clarification: SC Child Care Licensing Regulations require that child care professionals (excluding emergency persons) receive 15 hours of training each year. Training hours are verified based on the PREVIOUS calendar year. All training must be recorded on the Center for Child Care Career Development’s training transcripts. To receive credit, 75% of the program’s staff must exceed 20 hours of annual training. New employees hired with the previous calendar year will be required to exceed the pro-rated number of hours based on the number of months employed. New employees who have been hired within the calendar year of their current ABCQ assessment will not be included in the total.

Examples:

- Center for Child Care Career Development (CCCCD) student number/training transcripts for all teachers, except emergency persons, AND complete list of teachers with hire dates.
- Completed *Staff Education and Professional Development Tracking Form* AND submission of all Center for Child Care Career Development (CCCCD) student number/training transcripts for all teachers.

II.C.9 A minimum of 10 hours of the training hours in II.C.8 are **certified training** hours. (1 pt.)

Clarification: Credit for indicator II.C.8 must be met in order to receive credit. The SC training system has 2 types of training credit, registered and certified. While training credit is received for both types, certified trainings ensure that the trainer is qualified by having a four-year degree with course work in early childhood content, professional experience in early childhood programs/content areas, and coursework in teaching adults. In addition, the training outlines go through an objective scoring process to ensure they represent current best practices in early childhood education and principles of adult education. Due to this extensive process, certified trainings are considered higher quality and therefore at least 10 hours of training for all staff (excluding emergency persons) must be certified.

Examples:

- Center for Child Care Career Development (CCCCD) student number/training transcripts for all teachers, except emergency persons, AND complete list of teachers with hire dates.
- Completed *Staff Education and Professional Development Tracking Form* AND submission of all Center for Child Care Career Development (CCCCD) student number/training transcripts for all teachers.

II.C.10 25% of staff are enrolled in ECE coursework or an ECE **formal training series**. (1 pt.)

Clarification: Early Childhood Education courses must be taken at accredited colleges and universities. A formal training series in early childhood topics must be comprised of at least 2 sessions totaling a minimum of 10 training hours. Current enrollment or completion of coursework/training within the calendar year will receive credit. Once completed, the training series should be reflected on the Center for Child Care Career Development’s training transcripts. Emergency persons are not included in the calculations for staff.

Examples:

- Transcripts that reflect enrollment or completion of ECE coursework at colleges or universities.
- Programs of study from a college or university.
- Registration statement from trainer, or training certificates from a professional training series such as:
 - o Curriculum based training series (e.g. High Scope, Creative Curriculum, Montessori)
 - o Child Assessment training series (e.g. Creative Curriculum)
 - o PITC training modules series
 - o Natural Learning Initiative series on Outdoor Learning Environments
 - o Conscious Discipline Series

II.C.11 All staff receive specific training in evidence-based practices and supports for social-emotional development and behavioral health. (1 pt.)

Clarification: Within the annual training hours that staff receive, 1 hour must cover topics that support children’s social emotional development. Topics could include: positive guidance strategies, developing friendships, and supporting children’s social, emotional, mental or behavioral health. Training hours are verified based on the PREVIOUS calendar year (Jan.-Dec.). New employees who have not been employed for a full calendar year are not included in the staff who need to meet this indicator. Emergency persons are not included in the calculations for staff.

Examples:

- CCCC student number/training transcripts for all staff that reflect 1 hour of training in social-emotional development such as:
 - o Pyramid Model <http://www.pyramidmodel.org>
 - o Conscious Discipline <https://consciousdiscipline.com>
 - o Certified training in Child Guidance

II.C.12 All staff receive at least one hour of training related to breastfeeding, infant feeding or child nutrition each calendar year. (1 pt.)

Clarification: Within the annual training hours that staff receive, 1 hour must cover child nutrition, breastfeeding, infant feeding, and/or USDA meal requirements. Training hours are verified based on the PREVIOUS calendar year (Jan.-Dec.). New employees who have not been employed for a full calendar year are not included in the staff who need to meet this indicator. Emergency persons are not included in the calculations for staff.

Examples:

- CCCC student number/training transcripts for all staff that reflect 1 hour of nutrition

II.C.13 All staff receive at least one hour of training related to children’s movement/physical activity each calendar year. (1 pt.)

Clarification: Within the annual training hours that staff receive, 1 hour must cover children’s physical activity. Physical activities are those activities that supports gross motor development and planning for indoor/outdoor movement activities. Training hours are verified based on the PREVIOUS calendar year. New employees who have not been employed for a full calendar year are not included in the staff who need to meet this indicator. Emergency persons are not included in the calculations for staff.

Examples:

- CCCC student number/training transcripts for all staff reflect 1 hour of training in physical activity.

II.C.14 The program has a written staff orientation procedure that goes beyond licensing standards (114-503(5) (a) to cover the following: Parent/Family Handbook and Policies, Personnel Policies, ABC Quality Standards, and **SC Early Learning Standards** (ELS). (2 pts.)

Clarification: The program has a written staff orientation plan/procedure to provide staff with information about the program and must review the following: parent/family handbook/policies, personnel policies (may be included as a part of the employee handbook), ABC Quality Standards, and SC Early Learning Standards (ELS). All of the components must be present to receive credit, unless the program is school-age only, where the ELS are not applicable.

Examples:

- Staff Orientation checklist with topics that are covered.
- Staff Orientation policy/procedure that lists what content is covered.
- Staff Orientation training plan that states what content is covered.

II.C.15 The program's staff orientation is conducted within 30 days of hire and is reviewed with all staff annually. (1 pt.)

Clarification: The program's written staff orientation plan/procedure states that it is conducted within 30 days of hire, AND that it is reviewed annually with all staff. Both components must be present to receive credit.

Examples:

- Staff Orientation checklist that states when it is conducted and that it is conducted for all staff on an annual basis.
- Staff Orientation training states when it is conducted and that it is conducted for all staff on an annual basis.
- Written policy/procedure regarding when staff orientations are conducted.
- A signed and dated receipt of orientation by new hires and corresponding hire dates that reflect an annual review of the staff orientation (if the staff orientation has been approved for training credit through the Center for Child Care Career Development).

Element III: Child Well-being

- Standard III.A Nutrition
- Standard III.B Physical Health
- Standard III.C Mental Health
- Standard III.D Child Screening and Referrals

Standard III.A Nutrition

****N/A for programs where parents provide ALL meals and snacks.**

Indicators
<p>III.A.1 The program's Nutrition Policy includes: (1 pt.)</p> <ul style="list-style-type: none"> - Plans to ensure that children receive healthy and well-balanced meals that meet nutritional requirements by following the USDA CACFP meal pattern requirements for all meals/snacks; - Prohibition on using food as reward/punishment; and - Accommodation for individual allergic needs of children. <p>Clarification: Written nutrition policy must include all of the above criteria to receive credit. All components must be included to receive credit. However, these components may appear separately in different parts of program's policy manual/handbooks.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Program's nutrition policies and discipline policy if necessary (may be a part of staff and/or parent handbook).
<p>III.A.2 The program's Nutrition Policy includes all items in III.A.1 and: (1 pt.)</p> <ul style="list-style-type: none"> - Accommodation of special dietary requirements of children based on physical, religious or cultural beliefs; - Planned and/or informal opportunities to learn about healthy eating are provided to children at least once a week; and - Teacher practices to encourage healthy eating. <p>Clarification: Credit for indicator III.A.1 must be met in order to receive credit. All components must be included to receive credit. However, these components may appear separately in different parts of program's policy manual/handbooks.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Program's nutrition policy (may be a part of staff and/or parent handbook).
<p>III.A.3 The program's Nutrition Policy includes all of III.A.1, III.A.2 and: (1 pt.)</p> <ul style="list-style-type: none"> - Guidelines for foods offered during holidays and celebrations; - Plans to educate families about child nutrition and/or infant feeding; - Plans for fund-raising with non-food items. <p>Clarification: Credit for indicators III.A.1 and III.A.2 must be met in order to receive credit. All components must be included to receive credit. However, these components may appear separately in different parts of program's policy manual/handbooks. Plan to educate parents can come in the form of a policy or evidence of brochures/handouts or other types of nutritional education. If the program does not conduct any fundraising, credit can still be received, however this must be documented by the program.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Program's nutrition policy (may be a part of staff and/or parent handbook).

III.A.4 ** The program's **Menus** reflect: (1 pt.)

- All meals and/or snacks are planned and served to meet children's nutritional requirements as recommended by following the USDA Child and Adult Care Food Program meal pattern requirements;
- Unflavored whole milk must be served to 1 year olds; unflavored skim or 1% milk must be served to children 2 years and older;
- 100% juice is allowed once per day in the appropriate serving size;
- Sweet foods are served no more than two times per week; and
- Sugar-sweetened beverages are not served.

Clarification: Menus must be current (dated) and clearly labeled (e.g. 100% juice, unflavored 1% milk, whole grain) for all meals and snacks provided. Two weeks of current menus that meet the above criteria must be submitted to receive credit. If additional weeks of menus are submitted, all will be evaluated to ensure compliance.

Examples:

- 2 weeks of current menus.

III.A. 5** The program's **Menus** reflect all of III.A.4 and for programs serving (1 pt.)

a) 2 meals and 1 snack or b) lunch and 2 snacks or c) lunch and 1 snack:

- Fruit (not juice) is served at least two times per day;
- A vegetable, other than white potatoes, is served at least once per day;
- Whole grain foods are served at least once per day;
- High-fat meats are served no more than two times per week; and
- Fried/pre-fried foods are served no more than one time per week.

For programs serving a snack only:

- Fruit (not juice) is served at least two times per week;
- A vegetable, other than white potatoes, is served at least two times per week;
- Whole grain foods are served at least two times per week;
- High-fat meats are served no more than two times per week; and
- Fried/pre-fried foods are served no more than one time per week.

Clarification: Credit for indicator III.A.4 must be met in order to receive credit. Menus must be clearly labeled for all meals and snacks provided. In addition, the program's menus must meet the above criteria to receive credit.

Examples:

- 2 weeks of current menus

III.A.6** The program's **Menus** reflect all of III. A.4 and III. A.5 AND: (1 pt.)

- A vegetable, other than white potatoes, is served at least two times per day;
- Whole grain foods are served at least two times per day;
- Sweet foods are served no more than one time per week;
- High-fat meats are served no more than one time per week; and
- Fried/pre-fried foods are served no more than one time in a two-week period.

Clarification: Credit for indicators III.A.4 and III.A.5 must be met in order to receive credit. Menus must be clearly labeled for all meals and snacks provided. In addition, the program's menus must meet the above criteria to receive credit. Programs that serve snack only are not required to meet the first two bullets.

Examples:

- 2 weeks of current menus

Standard III.B: Physical Health

* Not applicable for **School-Age Only Programs**

Indicators
<p>III.B.1 The program's Physical Activity Policy includes: (1 pt.)</p> <ul style="list-style-type: none">- Promotion of a safe, least restrictive environment for infants and toddlers at all times *;- No screen time, media viewing, or computer use for children under age 2 *;- Not using or withholding physical activity as punishment;- Frequency and amount of time provided for daily active outdoor play for all children;- Description of appropriate dress for outdoor play; and- Teacher practices that encourage physical activity. <p>Clarification: Written physical activity policy must include all of the above criteria to receive credit. All components must be included to receive credit. However, these components may appear separately in different parts of program's policy manual/handbooks.</p> <p>Examples:</p> <ul style="list-style-type: none">- Program's written physical activity policy and discipline policy (may be a part of staff and/or parent handbook).- Parental signed document provided during orientation.
<p>III.B.2 The program's Physical Activity Policy includes all of III.B.1 AND: (1 pt.)</p> <ul style="list-style-type: none">- Education for families on children's physical activity; and- Education for families on screen time. <p>Clarification: Credit for indicator III.B.1 must be met in order to receive credit for III.B.2. Education for families on the importance of physical activity and/or how families can support children's physical activity at home, in addition to sharing guidance and/or recommendations for screen time, will encourage a balanced healthy lifestyle for children. Both components must be present to receive credit.</p> <p>Examples:</p> <ul style="list-style-type: none">- Program's physical activity policy (may be a part of staff and/or parent handbook).- Written policies may include examples of how the program meets education for parents on children's physical activity and screen time activities.
<p>III.B.3 The program's Physical Activity Policy includes all of III.B.1 and III.B.2 AND (1 pt.)</p> <ul style="list-style-type: none">- Inclement weather plan that provides for indoor active play; and- Limits to the amount of screen time, media viewing, or computer use allowed for children age 2 and older. <p>Clarification: Credit for indicators III.B.1 and III.B.2 must be met in order to receive credit. In addition, the written physical activity policy must include all of the above criteria to receive credit. A written inclement weather plan describes what active play experiences are offered when weather does not permit children to go outside.</p> <p>Examples:</p> <ul style="list-style-type: none">- Program's written physical activity policy (may be part of staff and/or parent handbook).

III.B.4 The program's daily schedule reflects the frequency and amount of time provided for active outdoor play. (1 pt.)

Clarification: The schedule reflects that all children are provided daily opportunities for active outdoor play. Active play requires freedom of movement to ensure that children can be physically active. Buggy rides or outdoor time where children are held by teachers or are otherwise confined would not meet this indicator. Program schedules may use various terms to indicate that active play is conducted outside (e.g. recess, playground time, outdoor exploration). Outdoor play time must be clearly defined and not combined with other parts of the day to receive credit (example: outside/free choice time would not earn credit). To receive credit, a schedule for every classroom must be submitted. Each classroom schedule should clearly state when and how often children are provided outside time for active play meeting or exceeding the guidelines below.

- Infants (0-12 months) must go out daily, there is no required amount of time.
- One and two year olds must receive a minimum of 60 minutes of active outdoor play occurring over at least 2 separate occasions.
- Children ages 3 and up must receive a minimum of 90 minutes active outdoor play occurring over at least 2 separate occasions.
- **Half-day programs** are required a minimum of 45 minutes of daily active outdoor play.

Examples:

- A copy of each classroom's schedule indicating times for active outdoor play.

III.B.5 The program's daily schedule meets III.B.4 AND reflects teacher-planned physical activities that support gross motor development at least two times a day. (1 pt.)

Clarification: Credit for indicator III.B.4 must be met in order to receive credit. In addition, the schedule must state when teachers have planned for activities that support children's gross motor development at least twice a day (indoors or outdoors). Descriptions or plans of movement activities that support gross motor may also be found in the teacher's lesson plans. For non-mobile infants this could include opportunities for tummy time or freedom of movement.

Examples:

- A copy of each classroom's schedule reflecting activities that support gross motor development twice a day.
- Lesson plans with corresponding classroom schedules that describe and provide frequency of activities that support gross motor development.

III.B.6 The program's daily schedule or program's policy reflects that indoor active play time will be provided, equivalent to the amount of time allocated for outdoor play, in the event of **inclement weather**. (1 pt.)

Clarification: When inclement weather conditions occur, active play indoors should be incorporated to ensure the equivalent amount of time of opportunities for physical activity that children would have had outside. This indicator refers to children's ability to have active play indoors because of unsuitable weather conditions outside. This indicator does not refer to program's policy pertaining to closings/delays due to severe weather. To receive credit, the program must submit written documentation.

Examples:

- A copy of each classroom's schedule stating/explaining how active play indoors is equivalent to scheduled outdoor times when there is inclement weather.
- Inclement weather policy written in parent/staff handbook.

III.B.7 The program maintains an **inclement weather** plan that reflects materials and/or activities to support indoor active play when unable to play outdoors due to adverse weather conditions. (1 pt.)

Clarifications: An inclement weather plan describes what a program will do for each age group when they are unable to go outside due to weather conditions. It should specifically include what materials and/or activities will be used. This indicator refers to children’s ability to have active play indoors because of unsuitable weather conditions outside. This indicator does not refer to program’s policy pertaining to closings/delays due to severe weather. To receive credit, the program must submit written documentation for every classroom.

Examples:

- Inclement weather plan for each classroom.
- Classroom schedule and lesson plan describes inclement weather plan.

Standard III.C: Mental Health (Healthy Social-Emotional Development)

* Not applicable for **School-Age Only Programs**

Indicators

III.C.1 The program’s **discipline policy** is based on a framework of evidence-based practices and supports for social-emotional development and behavioral health. (1 pt.)

Clarification: A program’s discipline policy must outline the positive guidance strategies that will be used to prevent challenging behaviors and appropriately respond to challenging behaviors. These strategies must be developmentally appropriate and promote the social-emotional and well-being of children.

Examples:

- Program’s discipline policy.
- Discipline policy indicates program implementation of Pyramid Model <http://www.pyramidmodel.org> or Conscious Discipline <https://consciousdiscipline.com>

III.C.2 Program staff collaborate with parents to plan developmentally appropriate and evidence-based strategies to support children with challenging behaviors. (1 pt.)

Clarifications: Credit for indicator III.C.1 must be met in order to receive credit. In addition, program staff (administrators, teachers) and parents work together to teach children appropriate behaviors to meet their needs. The strategies to teach these behaviors must be developmentally appropriate and evidence-based.

Examples:

- Written policy that describes how strategies are developed jointly with parents and program (e.g. program policy on guidance).
- Program’s policy describes how they support early identification of child’s mental health needs in partnership with the family.
- Family/teacher conferences regarding behavior.
- Pyramid Model.
- Conscious Discipline.
- Positive Behavior Supports (PBS) and Positive Behavior Interventions and Supports (PBIS).

III.C.3 * The program has a policy to refer children in need of **early childhood mental health** services to the appropriate agency in response to parents' concerns or requests. (1 pt.)

Clarification: Program responds to parents' concerns related to children's social emotional needs and assists parents in seeking appropriate referrals and resources. Programs and families develop a positive relationship with reciprocal communication in order to provide referrals/resources to families pertaining to their children. To receive credit, the program must also meet indicator III.D.2, including a written statement for the referral of mental health services.

Examples:

- Example of recommendation or referral forms to pediatrician/other mental health services.
- Written policy that describes the referral process for mental health.

III.C.4 The program maintains a resource list and/or literature from appropriate mental health services/agencies to support children and families .(1 pt.)

Clarification: The program keeps a resource list/brochures of specific community resources and agencies that support families who need information regarding children's mental health. At least 2 mental health resources must be submitted to receive credit.

Examples:

- Informative brochures from agencies that support mental health.
- Lists of contact information for mental health community resources.

III.C.5 The program adopts policies to limit or eliminate **suspension and expulsion**. (2 pts.)

Clarification: The program's written policy should include how it eliminates or limits suspension and expulsion. To receive credit, the program policies must provide prevention measures, parent and program collaboration strategies, alternative options, and transition process. The transition process is not required if suspension & expulsion are eliminated.

Examples:

- Policy that eliminates or limits the use of suspension and expulsion.

Standard III.D Child Screening and Referrals

* Not applicable for School-Age Only Programs

Indicators
<p>III.D.1* The program conducts annual child assessments using a nationally recognized screening tool. (2 pts.)</p> <p>Clarification: To receive credit, the child assessment must be conducted at least one time per year on all children enrolled in the program who are not enrolled in school.</p> <p>Examples:</p> <ul style="list-style-type: none">- Written program policy or sample parental consent form that describes and explains what and how often a national recognized screening tool is used by the program to screen all children. Such as:<ul style="list-style-type: none">o The Ages and Stages Questionnaires[®], Third Edition (ASQ-3[™]) is widely used developmental screening tool to determine if young children (1 month-5 ½ years) are at risk for a developmental delay. For more information visit: http://www.scinclusion.org/child-care-providers/developmental-screeningo The Battelle Developmental Inventory. For more information visit: https://www.hmhco.com/programs/battelle-developmental-inventoryo Brigance IED III. For more information visit: https://www.curriculumassociates.com/products/detail.aspx?Title=BrigEC-IED3
<p>III.D.2* The program partners with families to make appropriate referrals based on parental concerns/requests, child screening, and/or on-going documentation. (2 pts.)</p> <p>Clarification: Program responds to parents' concerns related to child screening, and/or on-going documentation and assists parents in seeking appropriate referrals and resources. Programs and families develop a positive relationship with reciprocal communication in order to provide referrals/resources to families pertaining to their children. To receive credit, the program must have a written policy or procedure for referral services which include the family.</p> <p>Examples:</p> <ul style="list-style-type: none">- Example of recommendation or referral forms to pediatrician.- Written policy that describes the referral process.
<p>III.D.3* The program assures that all children have received a developmental, vision, and hearing screening within 90 days of entering the program, which could be provided on or off site by a local health professional and/or community agency. (2 pts.)</p> <p>Clarification: To receive credit indicator III.D.1 must be met. Screenings are conducted on all children within 90 days of enrollment. Developmental screenings (as described in indicator III.D. 1) are conducted by program teachers on all children. Vision and hearing screening may be provided on site or off site by a local health professional and/or community agency. Parents can provide the program a statement that these screening have been conducted by their health professional. For information regarding vision and hearing screening visit: http://scfirststeps.com/wp-content/uploads/2014/10/VisionHearingGuidance_2011.pdf , https://impactamerica.com/southcarolina/ and http://scbegin.org/hearing-screenings/.</p> <p>Examples:</p> <ul style="list-style-type: none">- Written policy that explains the process for implementation of vision and hearing screenings.- Letter, contract, program results, or statement from professionals who conduct vision and hearing screenings that also indicate frequency.- Parent consent forms for vision and hearing screenings that indicate when the screening will be/was conducted.

III.D.4* Information about a child’s growth and progress, based on results of the screenings, is shared with families confidentially according to the instruments’ implementation timeframe. (2 pts.)

Clarification: To receive credit, indicator III.D.1 must be met. Additionally, families must be provided the results of the screenings.

Examples:

- Program policy regarding families receiving the information and results of the screenings being conducted.
- Agenda from parent-teacher conference that includes evidence that screening results were addressed.

III.D.5* The program collaborates with experts, professionals, and community resources/agencies/organizations to support children and families regarding medical, developmental, mental health, and/or other needs. (2 pts.)

Clarification: Programs should develop relationships with experts, professionals and/or organizations (e.g. local school district, BabyNet, SC Inclusion Collaborative, etc.) to collaborate and partner to address concerns and questions during the monitoring and screening process. These partners should help guide programs in supporting children with developmental delays. To receive credit, the program must provide evidence of partnerships/collaborations with at least 2 agencies/community resources.

Examples:

- Correspondence with partner organization (e.g, email, letters, invitations).
- Feedback/summary report from partnering agency.
- Policy regarding who the program collaborates with to support children and families.
- Sign in record of therapist/interventionist participation in program.
- Copy of partner agreement with agency.

Element IV: Family Communication, Engagement and Cultural Competence

* Not applicable for School-Age Only Programs

Standard IV.A Family Communication, Engagement and Cultural Competence

Indicators
<p>IV.A.1 The program utilizes a method to collect information about the child and his/her family, including information on: (2 pts.)</p> <ul style="list-style-type: none">• Family preferences regarding routine care• Temperament• Dominant languages• Social/emotional needs• Special accommodations <p>Clarification: The program collects information about the child and family they serve to better meet their needs. Information is collected on all children in the program regardless of age. All of the above criteria must be collected in a written format to receive credit.</p> <p>Examples:</p> <ul style="list-style-type: none">- Child intake form that collects information about the child and family (e.g. <i>Getting to Know You</i> form).- Questionnaire to parents about their child and family.
<p>IV.A.2 The program communicates with families in multiple ways, including a plan or policy for daily communication between families and teachers. (2 pts.)</p> <p>Clarification: Programs communicate with families in multiple ways. To receive credit, submit current evidence of at least 3 methods used. One of the 3 ways must be a form of daily communication between teachers and families for all children enrolled.</p> <p>Examples:</p> <ul style="list-style-type: none">- Policy statement regarding daily family/teacher communication.- Announcements in newsletters, website, email.- Photo of family bulletin boards with current information.- Providing daily communication sheets about the child's day.- Flyers of events.- Family/teacher conferences, open house.
<p>IV.A.3 The program maintains a resource list and/or literature from appropriate services/agencies to support children and families. (2 pts.)</p> <p>Clarification: A resource list consists of specific community resources and agencies. The focus must be on supporting families who need information that supports the needs of the family (e.g. job training, housing, literacy, violence prevention, substance abuse prevention, food pantries, etc.). The program must submit at least 4 resources to receive credit.</p> <p>Examples:</p> <ul style="list-style-type: none">- Informative brochures on local community family services.- List of contact information for community resources.

IV.A.4* Teachers offer a minimum of 2 family/teacher conferences annually. (2 pts.)

Clarification: Family and teacher conferences are opportunities to discuss the child’s developmental progress and classroom experiences. It also provides time for the family to share important information about their child. The program must allocate time to offer at least 2 conferences to each family annually. This practice goes beyond offering conferences at the parent’s request. The program has a written statement that is conveyed to families, describing the frequency and plan for family/teacher conferences.

Examples:

- Policy statement regarding family/teacher conferences.
- Policy statement in enrollment packet, parent handbook.
- Announcements of parent conferences in newsletter, website, email.

IV.A.5*The program utilizes home visitations to develop relationships with families. (2 pts.)

Clarification: Home visits are an opportunity to see the child in their home environment, learn about the family’s values and practices, establish and build relationships, and support positive parental practices. Home visits can vary in goals and content. They may include parenting and health care education, child abuse prevention, and early intervention and education services for young children and their families. To receive credit, the program must have a written plan/policy to conduct home visits at least twice a year.

Examples:

- Program’s policy/plan to conduct home visits.
- Signed parental permission form to conduct home visit.
- Statement in application, enrollment packet, or parent handbook.
- Home visit schedule or record of home visit form.

IV.A.6 The program demonstrates multiple methods to support **family engagement** including opportunities to engage families based on **cultural** needs and interests. (2 pts.)

Clarification: Family engagement occurs when programs and families work together in partnership to build relationships to support children’s learning, healthy development and family well-being. Family engagement occurs when strategies are planned based on families’ interests and preferences that are responsive and supportive to their cultural and linguistic needs. To receive credit, the program must submit evidence of at least 2 **current** methods used to engage families, including at least one way that engages and supports families’ culture and interests.

Examples:

- Family members volunteer and participate in program activities/field trips.
- The program hosts family workshops, social gatherings, and/or targeted outreach events (targeted outreach is when the program and families go out into the community).
- Families serve as board members on Policy Boards.
- Families donate items to support curriculum.
- Cultural celebrations that families participate in or organize.
- Classroom storytelling/sharing from grandparents or other family.
- Cultural food sharing at a program pot-luck.
- Family and programs attend cultural events together.
- Program adapts curriculum to be representative of the cultures of families in the center.

IV.A.7 The program completes the ABC Quality Family Engagement Toolkit program assessment <http://scchildcare.org/media/57088/SC-ABCQ-Family-Engagement-Toolkit-12212017-v2.pdf> OR The Strengthening Families Self-Assessment and planning process <https://cssp.org/resource/strengthening-families-self-assessment-for-center-based-early-care-and-education-programs/> and uses data to create a quality improvement plan. (2 pts.)

Clarification: The family engagement self-assessment process assists programs in evaluating how they are meeting the needs of the families within their programs. The results help the programs plan new strategies to work with families. To receive credit, either the SC ABCQ Family Engagement Toolkit or The Strengthening Families Self-Assessment must be completed and plans/goals developed.

Examples:

- Completed family engagement self-assessment and associated plans/goals based on the assessment.

IV.A.8 The program has policies and practices in place to support the needs of **dual language learners** (DLL). (2 pts.)

Clarification: The program has a policy pertaining to supporting dual language learners in the classroom. The program has written policies that describe how they adapt practices to support the needs of dual language learners.

Examples:

- Written plan for working with children who are learning multiple languages simultaneously.
- List of strategies with DLL.
- Implementing evidence-based curriculum with an intentional plan for DLL.

IV.A.9 The program completes the NAEYC self-assessment of cultural competence using the National Association for the Education of Young Children Pathways to Cultural Competence Checklist https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/public-policy-advocacy/QBCC_Tool%20%281%29.pdf and creates an action plan to support quality assurance. (2 pts.)

Clarification: The cultural competence self-assessment process assists programs in evaluating how they are meeting the needs of families in their program. To receive credit, the NAEYC self-assessment of cultural competence must be completed and plans/goals developed.

Examples:

- Copy of the completed cultural competence self-assessment and associated plans/goals based on the assessment.

IV.A.10 The program supports families by having a plan to communicate in their home language and providing policies and documents in their home language. (2 pts.)

Clarification: Parents whose home language is other than English sometimes have difficulty communicating and understanding communication provided. Programs should identify resources in advance that they may draw upon to ensure that all families are received into the program with the information and understanding they require to be comfortable and well-informed. Programs identify resources and establish a plan to verbally communicate with families. Programs provide policies and documents translated to the home language of the family and/or a resource that would be used to have documents translated. To receive credit, the program must have a written plan that describes how they will get support to communicate with families in their home language in both print and verbal communication.

Examples of items included in the plan:

- Translators/interpreters are sought from parents, staff, board members, and local colleges.
- Teacher supported strategies.
- Forms of communication translated/interpreted in child's home language (e.g. enrollment packet, handbooks, newsletter, and email).

Glossary of Terms

Certified Trainings - The SC training system has two types of training credit, registered and certified. While training credit is received for both types, certified trainings ensure that the trainer is qualified by having a four-year degree with course work in early childhood content areas, professional experience in early childhood programs/content areas, and coursework in teaching adults. In addition, the training outlines go through an objective scoring process to ensure they represent current best practices in early childhood education and in principles of adult education.

Child Well-Being - Attention to each child's overall health and wellness (including their nutritional, physical, and mental well-being).

Communication Strategies - Multiple methods that programs use to determine the diverse needs of children in order for them to fully participate in the program.

Confidentiality - Means that programs keep personal, identifying, and medical information pertaining to children and families private. The program must establish a written policy statement to ensure confidentiality.

Cultural (culture) - A family's way of life, as shown in their values, attitudes, traditions, practices, and ordinary behavior. Family engagement occurs when strategies are planned based on the families' interests and preferences that are responsive and supportive to their cultural and linguistic needs.

Current – Within the last year.

Discipline Policy - Positive guidance strategies that are used to prevent challenging behaviors and appropriately respond to challenging behaviors. These strategies must be developmentally appropriate and promote the social-emotional and behavioral well-being of children.

Degree in Related Field – Any academic degree, education, branch of knowledge, discipline, field of study with a major that includes academic coursework related to the care and education of children received from a recognized accredited institution. (Examples are, but not limited to: elementary education, special education, physical education, school counseling, educational leadership, literacy, curriculum and instructions, child/human development, and child and family studies.)

Degree Out of Field – Any academic degree, education, branch of knowledge, discipline of study that is not related to the care and education of children received from a recognized accredited institution. (Examples are, but not limited to: accounting, engineering, business, nursing, dentistry, chiropractic.)

Dual Language Learners - Children who are learning their native language while concurrently learning English; they are not yet proficient in either language.

Early Childhood Mental Health - Includes emotional, psychological, and social well-being. It affects how children think, feel, and act. It also helps determine how children handle stress, relate to others, and make choices. Good mental health provides an essential foundation of stability that supports all other aspects of child development.

Elements - Essential aspects that support quality early care and education.

External Transition - When new children arrive to a program or when a child permanently leaves the current program to attend another program or school environment.

Family Communication, Engagement, and Cultural Competency - Refers to the range of practices that promote family engagement and individualized culturally appropriate practices.

Family Engagement - Family engagement occurs when programs and families work together in partnership to build relationships to support children’s learning, healthy development, and family well-being.

Formal Training Series - Early childhood topics comprised of at least 2 sessions totaling a minimum of 10 training hours.

Half-day Only Program – Operate 6 hours or less per day. (Programs that operate more than 4 hours per day are required to receive licensure per SC Child Care Licensing Law, <http://scchildcare.org/media/45453/Title-63-Chapter-13-Childrens-Code-of-Law.pdf>.)

Inclement Weather - Defined by the American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care and Early Education (2010) as a wind chill factor at or below 20 degrees Fahrenheit or at or above a heat index of 90 degrees Fahrenheit. In addition, falling precipitation or weather advisories may prevent children from going outside.

Indicators - Statements that describe a specific, measurable, and observable policy or practice related to the standard.

Individualized Education Program (IEP) – (Applies to children with disabilities over the age of three) The IEP is developed through a team process and it includes information about the child’s current development levels and annual goals that can be academic and functional. With parent permission, the child’s teacher can participate in the development of these plans.

Individualized Family Service Plan (IFSP) - (Applies to children with disabilities under the age of three) The IFSP is developed by a team and includes information about the child’s current development, and family identified outcomes for themselves and their child. With parent permission, the child’s teacher can participate in the development of these plans.

Internal Transition - When a child is assigned to a new classroom within the program. The written transition policy describes criteria for determining when a child may transition and how often children are transitioned to other classrooms. It also describes the practices that the program has put in place to support successful transitions within the program.

Least Restrictive Environment (LRE) - Supports children in moving freely in the learning environment to play and explore. LRE is part of the Individuals with Disabilities Education Act (IDEA). IDEA says that children who receive special education supports should learn in the least restrictive environment. This means they should spend as much time as possible with peers who do not receive special education.

Menus – Written meal plans used for developing nutritious meals and/or snacks for a specified period (generally weekly or monthly) for all age groups served in the program. Menus are current and dated and helps a program to know what foods are served during that time period.

Modifications and Accommodations - Changes that programs make to their facility, policies, and/or practices that enable children to fully participate.

Nondiscrimination - Children and families do not receive unjust or prejudicial treatment based on sex, race, national origin, religious beliefs, medical condition, disability, marital status/family structure, or sexual orientation. The program must establish a written policy statement to ensure nondiscrimination.

Nutrition Policy – A set of written expectations related to different aspects of nutrition (the process of taking in food and using it for growth and health) for all children involved in the program. It will outline a clear and consistent plan to guide the program in providing an environment that supports development of healthy eating habits in children.

Paid Planning Time - Occurs when a teacher does not have direct responsibility for children. This time can be used for teachers to plan together, mentor each other, to support child portfolio development, etc.

Physical Activity Policy – A set of written expectations related to different aspects of children’s movement and/or physical activity (movement of the body that requires energy) for all children involved in the program. It will outline a clear and consistent plan to guide the program in providing an environment that supports development of regular physical activity habits in children.

Physical Health - A general state of health and well-being usually achieved through proper nutrition, moderate to vigorous physical activity, and sufficient rest. Physical activity and movement are an essential part of the development, learning, and growth of young children.

Professional Development Plan - A written roadmap for an individual’s skills practice, training and/or educational goals. It can be based on the areas that need improvement during the written evaluation. The plan should establish timelines for achieving goals to ensure progress.

Program Administration Scale (PAS) – A self-assessment tool designed for child care center-based programs to reliably measure and improve practices of leadership and management. PAS is focused exclusively on organization-wide administrative issues. More information can be found at <http://mccormickcenter.nl.edu/program-evaluation/program-administration-scale-pas/>

Program Leadership/Administrator - Early Care and Education Professionals who supervise staff and support curriculum planning and daily program operations, includes positions such as directors, assistant directors, supervisors, and curriculum coordinators.

Quality Assessor – Individual who conducts site visits to early childhood and school-age child care programs participating in the statewide quality rating and improvement system to review eligibility requirements, program structural quality and intentional teaching practices (program process quality).

Quality Coach – Individual who supports early childhood programs to successfully obtain identified goals through multiple strategies such as observation, discussion, modeling and reflection.

SC Early Learning Standards (ELS) - SC ELS define the following developmental domains: Approaches to Play and Learning, Emotional and Social Development, Health and Physical Development, Language Development and Communication, Mathematical Thinking and Expression, and Cognitive Development. The document can be found at http://scchildcare.org/media/55097/SC_ELS-second-edit.pdf.

School-age Only Program – Serve children who are already enrolled in school and attend the school-age program only during out-of-school time.

Screen Time - Refers to use of television, computers, tablets, phones, and smart boards, etc. In the first 2 years of life, children’s brains and bodies are going through critical periods of growth and development. It is important for

infants and young children to have positive interactions with people and not sit in front of a screen that takes time away from social interactions with parents, peers and teachers.

Screening Tools - Questionnaires or checklists that have been validated based on research. They ask questions about a child's development including language, movement, thinking, behavior, and emotions. Screening is not meant to establish a diagnosis for a child; however, these tools can be used to determine if a child might need a more formal evaluation to reveal the presence of a developmental delay in any area. For more information visit: <http://www.scinclusion.org/child-care-providers/developmental-screening/>.

Specialized Services - Recommended or prescribed interventions and/or services that are provided to children with disabilities to support their development, learning, and/or participation (e.g. Physical Therapy, Early Intervention, Occupational Therapy, Speech Therapy).

Staff Evaluations - Performance evaluations provide information on how and what a staff member is doing compared to their job responsibilities as outlined in their job description. Evaluations should outline skill sets, knowledge, initiative, and participation in carrying out the program's vision as well as opportunities for ongoing professional development and support.

Staffing Plan - Plan that demonstrates how specific staff are assigned to classrooms and how many children are enrolled in each classroom by age (including part-time and drop-in children).

Standards - Specific aspects of quality within an element.

Suspension and Expulsion - Exclusionary practices used as a last resort in extraordinary circumstances where there is a serious safety concern that cannot be reduced or eliminated with reasonable modifications. Expulsion and suspension from child care can have detrimental effects, particularly on children's social-emotional development and learning outcomes. These exclusionary practices have long term negative effects for children, their families, and the program. More information can be found at: <https://www.acf.hhs.gov/occ/resource/im-2016-03>

Teacher – Early Care and Education Professional who supervises, plans, and implements developmentally appropriate activities and experiences to promote optimal growth and development of children. Teachers are defined as any position that works directly with children, such as lead, assistant, floater, substitute, and emergency person.