

A young girl with dark hair, wearing a bright blue t-shirt and a black backpack, is smiling broadly at the camera. She is in a classroom setting, with another child in a yellow shirt visible in the blurred background.

ABC Quality

ABC Quality License Exempt Manual

Table of Contents

About ABC Quality3

Benefits of Participating in ABC Quality.....4

Navigating the Process of ABC Quality5

Eligibility to Participate: License Exempt Providers6

Health and Safety Inspection Visit.....8

ABC Quality Framework9

Four Structural Elements of Quality10

Process Element of Quality10

Assessor Reliability.....11

Structural Quality Review (Portfolio)12

Process Quality Review (Classroom Observations)19

Element V: Intentional Teaching Practices.....19

ABC Quality’s Intentional Teaching Tool (ITT) – Preschool Classrooms20

ABC Quality’s Intentional Teaching Tool (ITT) – School Age Classrooms.....24

About ABC Quality

South Carolina is committed to an early care and education system that focuses on building high quality, comprehensive programs that provide integrated services. This commitment reflects a vision that every child in South Carolina will have equal opportunity for success in school based on equitable access to a high quality early care and education system.

ABC Quality, South Carolina's statewide quality rating and improvement system (QRIS), provides the foundation for such an early care and education system through a framework to assess, improve, promote, and communicate the quality of early learning and development.

ABC Quality

- Connects families to quality early care and education programs with the support of an easy-to-understand rating system.
- Offers coaching, professional development, and resources to early care and education providers to improve the early education environment and teaching practices and to support each child's learning and development.
- Enables child care providers to become eligible for SC Voucher, a program that pays providers so they can care for children from low-income families.

The ABC Quality Framework

- Provides early childhood program personnel with the criteria, tools, and resources they need to improve the quality of their programs.
- Serves as criteria used to determine a program's *ABC Quality Level* – the quality rating that is indicated on the website and influences a program's level of SC Voucher funding.
- Represents standardized criteria for program observation, documentation, curriculum planning, and continuous quality improvement.
- Aligns with SC's Professional Development and Credentialing System (a standardized early childhood workforce knowledge and competency framework with a corresponding progression of credentials).
- Aligns with SC's Early Learning Standards (a framework of criteria for children's growth, development, and learning that educators rely on to plan curriculum).

Benefits of Participating in ABC Quality

Benefits for Providers

ABC Quality is becoming the primary tool parents use to identify high quality child care programs and to compare one program with another. The higher your program's rating, the more you can use it to market your program and attract new families. The benefits to child care providers include:

- Customized support and assistance to improve quality;
- Grants, awards, and other financial supports;
- Free professional development and scholarships to conferences;
- Outreach and marketing to families;
- A roadmap for strengthening the quality of care and an opportunity for lifting up the child care profession and child care system;
- Increased voucher payments based on quality level; and
- As providers join and earn higher ratings, the program will systemically improve the quality of the state's early education programs.

Benefits for Families

Families should make sound educational choices for their children and have options that will help children reach their full potential. ABC Quality helps child care programs increase their quality to make more quality options available to families. The benefits to families include:

- Supportive and developmentally appropriate environments for children that support their overall growth and development;
- Clear letter ratings to help families find quality child care for their children;
- Reliable quality child care that allows parents to work, have fewer absences, and be more productive resulting in long-term earnings increases of up to 30 percent;
- Inclusion of families in discussions about their children's development and ways to support healthy development;
- Assistance for families in advocating for their children, increasing the likelihood of families to stay involved as their children enter school, thereby increasing their children's likelihood of graduating high school; and
- A quality education that prepares children in their first five years of life for school achievement and high school graduation.

Benefits for the Community

- ABC Quality can demonstrate to policymakers that a quality early care and education system can increase children's readiness for success in kindergarten. This will build support at both the policy and appropriations levels.
- Every dollar invested in quality early education saves \$7 in special education, public assistance, corrections and lost taxes. The rate of return for quality early childhood education is ten percent per year. An \$8,000 investment at birth brings nearly an \$800,000 return over the child's life.

Navigating the Process of ABC Quality

Step 1: Learn about [ABC Quality](#)

- ✓ Take our 3-part online orientation series and receive [FREE](#) training hours
- ✓ Review ABC Quality information online

Step 2: Apply to Participate

- ✓ Complete application and submit documents to support review of license-exempt status
- ✓ Verification program does not require Child Care Licensure

Step 3: Eligibility Criteria

- ✓ Submission of documents for verification of compliance
- ✓ Mandatory Health and Safety standards

Step 4: Onsite Program Evaluation

- ✓ On-site Health and Safety Inspection
- ✓ 1-2 Day Program Process Quality Observation using the Intentional Teaching Tool (ITT)

Step 5: Structural Quality Review

- ✓ Submission of Structural Quality Portfolio
- ✓ Receive Quality Performance Report (Structural Quality & Process Quality)
- ✓ Receive Quality Level
- ✓ Market Your Program

Step 7: Continuous Quality Improvement (CQI)

- ✓ Ongoing CQI activities will help programs systematically and intentionally improve services and increase positive outcomes for the children and families they serve.

Eligibility to Participate: License Exempt Providers

To be eligible for participation in ABC Quality, programs must meet and maintain the following:

1. Prior to enrollment the program must be approved through an internal process that verifies program exemption status from licensure of [SC Child Care Licensing Laws](#) and regulations. Prior to enrollment license-exempt provider has no history of having operated illegally pursuant to SC Child Care Licensing Laws and/or have an active Out of Home Abuse and Neglect (OHAN) investigation. License-exempt provider must comply with the requirements outlined in [ABC Quality Provider Business Procedures](#) that relate to ratios, supervision, and health and safety mandatory standards;
2. Current Pediatric First Aid and Infant/Child CPR certification (with hands on component) for all staff responsible the care or supervision of children;
3. Discipline policy prohibiting corporal punishment signed and dated by all staff annually;
4. Upon completion of the [SC Health and Safety Pre-Service Certificate](#) or ECD 101 by all staff responsible for the care or supervision of children. Any new staff must complete the course within 90 days of hire;
5. Signed acknowledgement from all staff confirming their knowledge of and adherence to the ABC Quality Code of Ethics (see ABC Quality Forms).
6. 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);
7. Health Documentation: TB test/Health Assessments for all staff ([DSS Form 2926](#));
8. Comprehensive background check (CCDBG Act) through SCDSS for all child care members (including prospective staff members), this includes SLED/FBI fingerprint checks, State Abuse and Neglect checks, Out-of-State Abuse and Neglect checks (if applicable), and State and National Sex Offender Checks. (*Senate Bill 595 was signed by the Governor on May 16, 2019 authorizing the CCDBG Act's comprehensive background check requirements in South Carolina.*) **These checks must be completed and have a satisfactory determination prior to the person working in the facility.** This includes the following persons who are on the premises while children are present:
 - All direct caregiving staff/teachers
 - Director and or Leadership who are in the facility
 - Administrative Staff
 - Janitorial and Maintenance Staff
 - Cook and Bus Driver
 - Volunteers
9. Written mandatory policies and procedures, as follows;
 - **Medication policy** that addresses the administration of prescription/non-prescription medication with parental consent.
 - Detailed **emergency medical plan** that addresses medical conditions which emergency/medical care and treatment are warranted. Plan includes, steps to follow

in the emergency, hospital/source of health care utilized, transportation used and emergency staffing plan.

- **Emergency preparedness plan** details evacuation in case of fire, a natural disaster or other threatening situations that may pose a health/safety hazard.
- **Child Abuse and Neglect policy** identifies the procedure for reporting suspected child abuse or neglect to DSS' Office of Child Protective and Preventative Services, The Office of Out of Home Abuse and Neglect (OHAN). Policy should include, what do when staff suspect abuse/neglect at home or facility. Procedures are outlined for training staff as mandated reporters.
- **Swimming policy** if program offers swimming on or off the premises. Policy includes maintaining ratios and supervision during swim activities and restrictions on the use of hot tubs, spas, or saunas.
- **Transportation policy** addresses supervision and ratios, written consent from parents prior to travel, drop-off/pick up plan from home and route followed during transport.
- **Outdoor time policy** describes the opportunity for daily outdoor play, weather permitting. Policy includes programs inclement weather policy.

Health and Safety Inspection Visit

CCDBG Act of 2014 has new regulations regarding health and safety standards. ABC Quality is required to conduct an annual inspection of all facilities enrolled in ABC Quality. The law requires States to make the results of monitoring and inspection reports available on our website for consumers. The chart that follows outlines the areas and items that will be verified during the on-site inspection. These results will be published at www.scchildcare.org. These inspections will be conducted prior to enrollment and then at the same time as the annual unannounced visit.

ABC Quality License-Exempt			
C=Compliant with requirement, N=Noncompliant with requirement, N/A non-applicable			
Staff	C	N	N/A
Meets eligibility criteria			
Training hours current:	C	N	N/A
Directors-20 hours annually and teacher-15 hours annually (1 bloodborne & 2 health & safety)			
History of Compliance			
Ratio:	C	N	N/A
<i>See Business Procedures</i>			
Supervision:	C	N	N/A
2 staff on premises at all times (1 staff the director)			
Children supervised at all times			
Tracking			
Transportation of children:	C	N	N/A
Appropriate constraint of children during transport			
Tracking			
Valid driver's license reviewed			
Environmental Hazards Indoor Space:	C	N	N/A
Facility free of hazards and litter			
Facility temperature 68-80 degrees			
Facility free of insect, rodents & other vermin			
Soap & paper towels at each sink			
Furniture, toys & equipment are clean, good repair & meet Consumer Safety Product Council (CPSC)			
Animals are healthy, do not cause threat, are clean, properly housed, fed & cared for			
Usable fire extinguishers & smoke alarms			
Environmental Hazards Outdoor Space:	C	N	N/A
Playground area and playground equipment maintained and safe			
Cushioning material in fall zones			
Children restricted from unsafe areas			
Swimming on/off premises follows safety precautions (supervision, ratio, fencing, & certified lifeguards)			
Meal Requirements:	C	N	N/A
USDA Compliance			
Food properly stored, labeled & dated			
Refrigerators with thermometers, temperature 45 degrees			
All cleaning supplies/poisonous chemicals stored away from food & inaccessible to children			
Hair restraints worn			
Clean food prep and service areas			
Sanitized food prep and service areas			

ABC Quality Framework

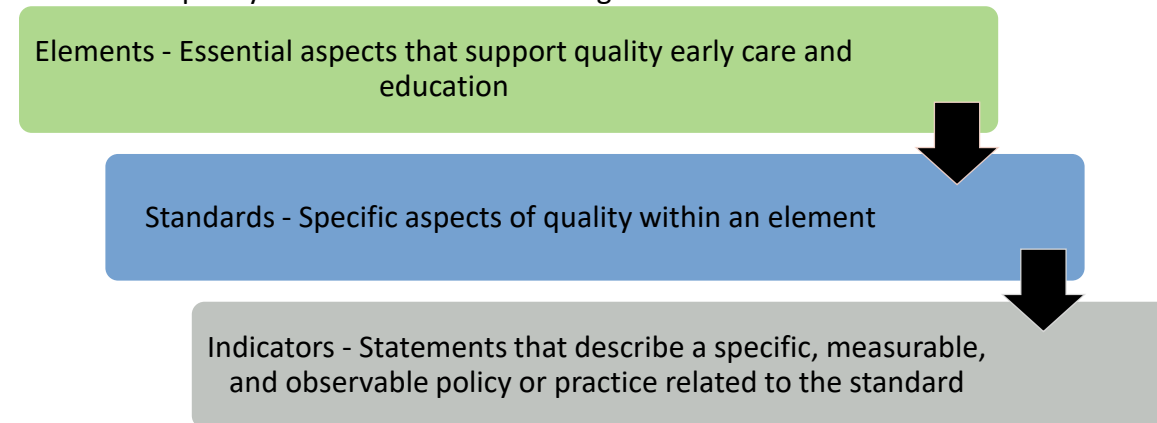
Structural and process elements frequently define early care and education quality. (Howes et al., 2008; Layzer & Goodson, 2006; Sylva et al., 2006; Thomason & La Paro, 2009). Similarly, these two elements comprise ABC Quality’s framework:

- **Structural Elements of Quality** – Refers to the administrative and policy aspects of early care and education. Structural elements of quality include group size, teacher-to-children ratio, staff qualifications and professional development, and the policies programs put into place to support such areas as family engagement, risk management and health and safety.
- **Process Elements of Quality (Intentional Teaching Practices)** – Refers to the observable experiences children have in child care and includes the social, emotional, physical and instructional aspects of early care and education. (Howes et al., 2008; Pianta et al., 2005; Thomason & La Paro, 2009).

ABC Quality has identified **5 Elements of Quality** (4 Structural and 1 Process).

Structural Elements	Process Element
1) Program Administration and Structure 2) Staff Education and Professional Development 3) Child Well-being 4) Family Communication, Engagement and Cultural Competency	5) Intentional Teaching Practices
<i>Documented via a portfolio, reviewed onsite.</i>	<i>Documented via observed criteria defined by ABC Quality’s Intentional Teaching Tool (ITT).</i>

Elements of quality are further defined through Standards and Indicators.



Four Structural Elements of Quality

The following provides definitions and rationales for the ABC Quality Framework and the criteria used for Structural Elements of Quality and Intentional Teaching Practices. This information is provided to support your program's self-assessment and Continuous Quality Improvement (CQI) Process.

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

Element II: Staff Education and Professional Development

Standard II.A Education - Program Leadership/Administrators

Standard II.B Education - Teachers

Standard II.C Ongoing Professional Development

Element III: Child Well-being

Standard III.A Nutrition

Standard III.B Physical Health

Standard III.C Mental Health

Element IV: Family Communication, Engagement and Cultural Competency

Standard IV.A Family Communication, Engagement and Cultural Competency

Process Element of Quality

Element V: Intentional Teaching Practices

Standard V.A Responsive and Sensitive Care

Standard V.B Language and Communication

Standard V.C Guidance

Standard V.D. Program Structure

Standard V.E Early Learning

Standard V.F Environment

Assessor Reliability

ABC Quality is committed to scoring each observed classroom using the Intentional Teaching Practices Tool (ITT) accurately and reliably. All ABC Quality program assessors have extensive education, training and experience with classroom practice, observation and assessment. They have been trained to remain completely objective and unbiased when observing a program. There are 4 State ITT anchors reliable to each other who provide a rigorous orientation process for the state team of Quality Assessors. Testing for reliability requires a minimum of three assessments conducted by the assessor and anchor. Reliability is measured by reaching consensus on 85% of the tool's indicators. Once the assessor is determined reliable, she/he will conduct observations independently. Each assessor and anchor undergo periodic rechecks to assure objectivity and reliability in scoring.

Structural Quality Review (Portfolio)

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
I.A.1 The program has a clearly stated mission or philosophy statement. (1pt)
I.A.2 The program utilizes staff and parent program evaluations to inform written plans for continuous quality improvement. (1pt)
I.A.3 The program utilizes the Program Administrator Scale (PAS) to measure leadership and management practices as a self-assessment tool to inform quality improvement. (2pts)

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

Indicators																														
<p>I.B.1 The program has a staffing plan that demonstrates how each classroom meets ABC Quality ratios and group sizes. (4pts)</p> <table border="1" data-bbox="321 1079 1263 1304"> <thead> <tr> <th>Child Age</th> <th>ABC Ratio Adult: Child</th> <th>ABC Group Size</th> <th>Child Age</th> <th>ABC Ratio</th> <th>ABC Group Size</th> </tr> </thead> <tbody> <tr> <td>0 to 12 months*</td> <td>1 adult : 4 children</td> <td>8</td> <td>4 to 5 years*</td> <td>1 adult : 13 children</td> <td>26</td> </tr> <tr> <td>12 to 24 months*</td> <td>1 adult : 5 children</td> <td>10</td> <td>5 to 6 years</td> <td>1 adult : 15 children</td> <td>30</td> </tr> <tr> <td>2 to 3 years*</td> <td>1 adult : 7 children</td> <td>14</td> <td>6 to 9 years</td> <td>1 adult : 18 children</td> <td>36</td> </tr> <tr> <td>3 to 4 years*</td> <td>1 adult : 11 children</td> <td>22</td> <td>9 to 13 years</td> <td>1 adult : 20 children</td> <td>40</td> </tr> </tbody> </table>	Child Age	ABC Ratio Adult: Child	ABC Group Size	Child Age	ABC Ratio	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
Child Age	ABC Ratio Adult: Child	ABC Group Size	Child Age	ABC Ratio	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																									
<p>I.B.4 The program's Inclusion Policies follow ADA Guidelines and includes: (2pts)</p> <ul style="list-style-type: none"> - 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. 																														
<p>I.B.5 The program's Inclusion Policies include: (2pts)</p> <ul style="list-style-type: none"> - 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. 																														

Element II: Staff Education and Professional Development

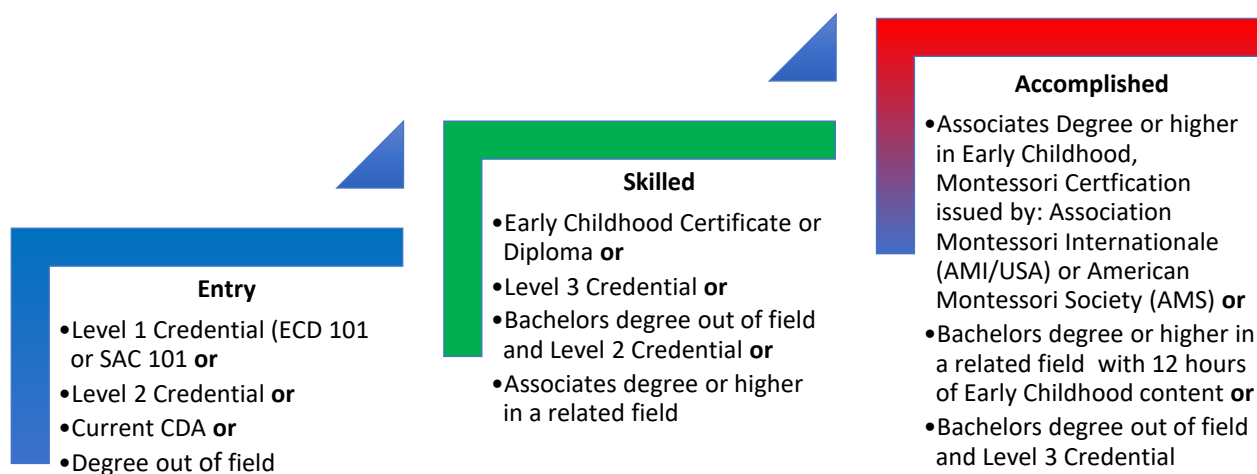
Standard II.A Education - Program Leadership/Administrators

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.



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

Standard II.B Teachers

Indicators
II.B.1 A minimum of 50% of teachers meet or exceed the <i>Entry Tier</i> qualifications. (4pts)
II.B.2 A minimum of 75% of teachers meet or exceed the <i>Entry Tier</i> qualifications AND a minimum of 25% of teachers meet or exceed the <i>Skilled Tier</i> qualifications. (4pts)
II.B.3 100% of teachers meet or exceed the <i>Entry Tier</i> qualifications AND a minimum of 25% of teachers meet or exceed the <i>Accomplished Tier</i> qualifications. (4pts)

Standard II.C Staff Evaluation and Ongoing Professional Development

Indicators
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.)
II.C.2 The written staff evaluation includes feedback on strengths and areas that need improvement. (1 pt.)
II.C.3 The results of written evaluations inform staff professional development plans and/or targeted staff supports to improve practice. (1 pt.)
II.C.4 The program's early care and education professionals utilize an individualized professional development plan. (1 pt.)
II.C.5 At least 50% of teachers exceed the 15 hours of training <i>required by SC Child Care Licensing Regulations</i> in the calendar year (Jan – Dec). (1 pt.)
II.C.6 All program leadership/administrators exceed 20 hours of training in the calendar year (Jan – Dec). (1 pt.)
II.C.7 At least 75% of teachers meet or exceed 20 hours of training in the calendar year (Jan – Dec). (1 pt.)
II.C.8 100% of teachers meet or exceed 20 hours of training in the calendar year (Jan – Dec). (1 pt.)

<p>II.C.9 A minimum of 10 hours of the training hours in II.C.8 are certified training hours. (1 pt.)</p>
<p>II.C.10 25% of staff are enrolled in ECE coursework or a formal ECE training series. (1 pt.)</p>
<p>II.C.11 All staff receive specific training in evidence-based practices and supports for social-emotional development and behavioral health. (1 pt.)</p>
<p>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.)</p>
<p>II.C.13 All staff receive at least one hour of training related to children’s movement/physical activity each calendar year. (1 pt.)</p>
<p>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.)</p>
<p>II.C.15 The program’s staff orientation is conducted within 30 days of hire and is reviewed with all staff annually. (1 pt.)</p>

Element III: Child Well-being

Standard III.A Nutrition

Standard III.B Physical Health

Standard III.C Mental Health

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>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>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, and - Plans for fund-raising with non-food items.
<p>III.A.4 ** The program's Menus reflect: (1 pt.)</p> <ul style="list-style-type: none"> - 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.
<p>III.A. 5** The program's Menus reflect all of III.A.4 and for programs serving (1 pt.)</p> <p>a) 2 meals and 1 snack or b) lunch and 2 snacks or c) lunch and 1 snack:</p> <ul style="list-style-type: none"> - 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. <p>For programs serving a snack only:</p> <ul style="list-style-type: none"> - 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.

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 2 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.

Standard III.B: Physical Health

Indicators

III.B.1 The program’s Physical Activity Policy includes: (1 pt.)

- 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.

III.B.2 The program’s Physical Activity Policy includes all of III.B.1 AND: (1 pt.)

- Education for families on children’s physical activity; and
- Education for families on screen time.

III.B.3 The program’s Physical Activity Policy includes all of III.B.1 and III.B.2 AND (1 pt.)

- 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.

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

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.)

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.)

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.)

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

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.)

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

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.)

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

Element IV: Family Communication, Engagement and Cultural Competence

Standard IV.A Family Communication, Engagement and Cultural Competence

Indicator
<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>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>IV.A.3 The program maintains a current resource list and/or literature from appropriate services/agencies to support children and families. (2 pts.)</p>
<p>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.)</p>
<p>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.)</p>
<p>IV.A.8 The program has policies and practices in place to support the needs of dual language learners (DLL). (2 pts.)</p>
<p>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%281%29.pdf and creates an action plan to support quality assurance. (2 pts.)</p>
<p>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.)</p>

Refer to *ABC Structural Quality Clarification Guide* at <https://www.scchildcare.org/media/65065/ABCQ-Structural-Clarification-Guide-FINAL-61319.pdf> for a more detailed explanation of evidence needed to earn points for each indicator.

Process Quality Review (Classroom Observations)

Element V: Intentional Teaching Practices

DEFINITION – Intentional Teaching Practices refer to an educator being deliberate, purposeful and thoughtful in his/her decisions and actions.

RATIONALE – In ABC Quality, intentional teaching practices represent the range of practices that promote engagement in play, learning, development, and a sense of belonging for each child. Intentional teaching means teachers act with specific outcomes in mind for all domains of children’s development and learning. Intentional teachers integrate and promote meaningful learning through play in *all* domains using a repertoire of instructional strategies that are age, individually and culturally appropriate.

CLASSROOM OBSERVATION - ABC Quality Program Reviewers observe each classroom for 30 minutes to one hour using the Intentional Teaching Tool (ITT).

POINTS – Each indicator is assigned a point value: 1 point (pt) or 2 points (pts). Indicators that assigned 2pts are directly related to interactions between the teacher and the child.

Pre-School ITT (children age 5)

- Standard V.A. Responsive and Sensitive Care (9 indicators worth a total of 18 points)
- Standard V.B. Language and Communication (6 indicators worth a total of 12 points)
- Standard V.C. Guidance (13 indicators worth a total of 26pts)
- Standard V.D. Program Structure (16 indicators worth a total of 16 points)
- Standard V.E. Early Learning (18 indicators worth a total of 18 points)
- Standard V.F. Environment (10 indicators worth a total of 10 points)

School Age ITT (children age 6-12)

- Standard V.A. Responsive and Sensitive Care (9 indicators worth a total of 18 points)
- Standard V.B. Language and Communication (5 indicators worth a total of 10 points)
- Standard V.C. Guidance (15 indicators worth a total of 30 points)
- Standard V.D. Program Structure (11 indicators worth a total of 11 points)
- Standard V.E. Early Learning (20 indicators worth a total of 20 points)
- Standard V.F. Environment (11 indicators worth a total of 11 points)

ABC Quality’s Intentional Teaching Tool (ITT) – Preschool Classrooms

Element V: Intentional Teaching Practices

Standard V.A. Responsive and Sensitive Care: The program is effectively administered with attention to the needs and desires of children, parents and staff. Interactions between children and staff provide opportunities for children to develop an understanding of self and others and are characterized by warmth, personal respect, individuality, positive support, and responsiveness. Staff shall frequently interact, be available and be responsive to children through (1) active listening (2) giving feedback

Indicator
V.A.1 Speaks unsolicited to a child. (2pts)
V.A.2 Responds verbally to child’s comments/questions. (2pts)
V.A.3 Acknowledges a child’s comment/request. (2pts)
V.A.4 Shows patience and lack of annoyance with child’s questions. (2pts)
V.A.5 Converses mostly with children/limited conversation with adults. (2pts)
V.A.6 Maintains eye contact while talking with children. (2pts)
V.A. 7 Gives appropriate feedback. (2pts) 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). (2pts)
V.A.9 Actively listens to child’s verbalizations (does not interrupt or cut off child’s verbalizations). (2pts)

Standard V.B. Language and Communication – Staff shall initiate conversations with individual children in a positive and inquisitive manner to stimulate language and thinking skills. Staff use: (1) questions (2) information sharing (3) positive feedback

Indicator
V.B.1 Asks children individually to talk about activities they are doing (share experiences). (2pts) 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. (2pts) 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?" (2pts)
V.B.4 Engages in information sharing conversations. (2pts) 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). (2pts)
V.B.6 Listens to a child’s explanation/comments even though the child’s thinking is faulty. Listens respectfully to child. (2pts)

Standard V.C. Guidance – Staff shall foster independence, encourage decision-making and use of positive techniques of guidance. Staff: (1) provide opportunities for children to be responsible; (2) provide choices; and (3) avoid comparison or criticism.

Indicator
V.C.1 Provides opportunities for children to be responsible. (2pts) Examples: picking up toys, wiping spills, personal grooming (toileting, washing hands), obtaining and caring for materials, and other self-help skills.
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. (2pts)
V.C.3 Staff encourages children to treat each other with kindness and respect; no evidence of ridicule or making fun of others. (2pts)
V.C.4 Children's mistakes are handled as routine matters. (2pts) Example: "You spilled the milk, I'll help you clean it up."
V.C.5 Room and materials are ready when children arrive. (2pts)
V.C.6 Children are told and prepared for what happens next. (2pts) Example: "After lunch we will take a nap."
V.C.7 When a child makes an inappropriate choice, the adult helps the child to think about and make a better choice. (2pts)
V.C.8 Staff talks about the behavior she wants to correct instead of judging the child. (2pts) 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."
V.C.9 Staff has a few, fair, simple appropriate classroom rules (no more than 5) and states them clearly to children. (2pts) Examples are: 1) Walk in the room/run outside. 2) Use your hands to help your friends. 3) Use indoor voices in the classroom.
V.C.10 Staff practices/models classroom rules (actions speak louder than words). (2pts) Examples: When staff asks children to use indoor voices, she models using indoor voice (quiet, low pitched).
V.C.11 Staff encourages children and tells them when they have behaved appropriately. (2pts) Examples: "You put the puzzle back on the shelf, thank you."
V.C.12 Children's mistakes are handled individually and privately as possible. Staff do not compare children. (2pts)
V.C.13 Uses positive guidance techniques. (2pts) 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.

Standard V.D. Program Structure

Indicator
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. (1pt)
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. (1pt)

V.D.3 Children are not required to sit at tables for long periods of time. (Not over 15 to 20 minutes.) (1pt)
V.D.4 Group times are relatively short, include experiences children enjoy doing together, and focus on topics of current interest. (1pt) 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.
V.D.5 Teachers and children routinely wash hands with soap and water at appropriate times. (1pt) 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.
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. (1pt)
V.D.7 All children must have daily active outdoor play. (1pt)
V.D.8 Teacher planned physical activities lasting 5-10 minutes occur at least 2 times per day. (1pt) Clarification: 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.

Standard V.E. Early Learning – The activities encourage children to be actively involved in the learning process, to experience a variety of developmentally appropriate activities and materials, and to pursue their interests in the context of life in the community and world. Staff shall plan and carry out a variety of developmentally appropriate activities which address the individual differences of children and provide materials selected to emphasize concrete learning within a planned daily schedule which provides a balance of activities.

Indicator
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). (1pt)
V.E.2 Teacher provides concrete activities that are meaningful to children. Some examples are: sand, water, blocks and puzzles. (1pt)
V.E.3 Each child is provided daily opportunities to select materials/companions and manage play independently. (1pt)
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. (1pt)
V.E.5 Each child is allowed choices of activities in which to participate and areas of interest in which they work. (1pt)
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. (1pt)
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. (1pt)
V.E.8 Children have opportunities to learn about nutrition one time a week or more. (1pt) 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. (1pt) 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 – The indoor and outdoor physical environment fosters optimal growth and development through opportunities for exploration and learning. Only age-appropriate, fully intact, and properly functioning materials that are in children’s reach and accessible can be counted. Enough materials should be available for several children to be engaged in a similar activity, thus reducing competition. Age-appropriate materials & equipment (indoor) of sufficient quantity, variety and durability shall be readily accessible to children and arranged to promote independent use by children.

Indoor Physical Environment Calculation

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

Indicator
V.F.1 Room has 5 interest/activity areas with a minimum of 5 different accessible materials per interest/activity area. (1pt)
V.F.2 Age appropriate equipment is used. (Manufacturer's label may note age appropriateness). (1pt)
V.F.3 Materials are intact and in good repair with no missing parts, sharp edges, or rust. (1pt)
V.F.4 Materials are arranged so children can get materials by themselves without adult assistance. (1pt)
V.F.5 Children work independently with equipment/materials by themselves or in small groups. (1pt)
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. (1pt)
Materials and equipment – Outdoor
Indicator
V.F.7 Age appropriate outdoor equipment is used. (Manufacturer's label may note age appropriateness). (1pt)
V.F.8 Materials are in good repair with no sharp edges, rust or other hazards. (1pt)
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. (1pt)
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. (1pt)

ABC Quality’s Intentional Teaching Tool (ITT) – School Age Classrooms

Element V: Intentional Teaching Practices

STANDARD V.A. Responsive and Sensitive Care – Interactions between children and staff provide opportunities for children to develop an understanding of self and others and are characterized by warmth, personal respect, individuality, positive support, and responsiveness. Staff shall frequently interact, be available and be responsive to children through (1) active listening and (2) giving feedback.

Indicator
V.A.1 Speaks unsolicited to a child. (2pts)
V.A.2 Responds verbally to a child's comments/questions. (2pts)
V.A.3 Acknowledges a child's comment/request. (2pts)
V.A.4 Shows patience rather than annoyance with a child's questions. (2pts)
V.A.5 Talks mostly with children/limited conversation with other staff. (2pts)
V.A.6 Maintains eye contact while talking with children. (2pts)
V.A.7 Gives appropriate feedback. (2pts) 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). (2pts)
V.A.9 Actively listens when a child talks (does not interrupt or cut off child's conversations). (2pts)

STANDARD V.B. Language and Communication – Staff shall begin conversations with individual children in a positive and curious manner to stimulate critical thinking and meaningful conversations. Staff shall encourage conversations between children, actively promoting the development of friendships. Staff use: (1) questions; (2) information sharing; and (3) positive feedback.

Indicator
V.B.1 Asks children individually to talk about activities they are doing (share experiences) to adults and other children. (2pts) 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. (2pts) 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." (2pts) Example: "What do you think would happen if...?"
V.B.4 Responds in a calm manner (no screaming or yelling). (2pts)
V.B.5 Listens to a child's explanation/comments and helps extend his thinking by asking additional questions. Listens respectfully to each child. (2pts)

STANDARD V.C. Guidance – Staff shall help children be independent in making decisions and shall use positive techniques of guidance which encourage children to take responsibility for their own actions/behaviors and to understand the need to develop pro-social behaviors. Staff shall provide children a choice of activities and an environment free of comparison or criticism.

Indicator
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. (2pts)
V.C.2 Encourages and supports children to make decisions for themselves. Staff are available in time of need. (2pts)
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. (2pts)
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. (2pts)
V.C.5 When children accidentally damage equipment, have spills, or break things, teacher handles the matter privately. (2pts) 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. (2pts)
V.C.7 When mistakes are made, teacher assists children in looking for alternative ways to solve their mistakes or problems. (2pts)
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). (2pts)
V.C.9 Uses positive guidance techniques. (2pts) 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. (2pts)
V.C.11 Helps children develop negotiating skills in solving disputes using words to work out problems. (2pts)
V.C.12 Uses opportunities during activities to actively teach children how to cooperate with each other. (2pts)
V.C.13 Steps in quickly when children's responses become physical and discusses inappropriateness of such responses. (2pts)
V.C.14 Helps children deal with feelings (anger, sadness, frustration) by comforting, identifying feelings and helping children use words to solve their problems. (2pts)
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. (2pts)

STANDARD V.D. Program Structure

Indicator
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. (1pt)
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. (1pt)
V.D.3 Teachers and children routinely wash hands with soap and water at appropriate times. (1pt)
V.D.4 Provides all children daily active outdoor play, weather permitting. (1pt)
V.D.5 Schedule balances total group, small group and individual time. (1pt)
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. (1pt)
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. (1pt)

STANDARD V.E. Early Learning – Teachers encourage children to be actively involved in activities provided, to experience a variety of developmentally appropriate activities and materials, and to use their leisure time to have fun and experience success.

Indicator
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." (1pt) 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. (1pt)
V.E.3 Provides children a place, time and adult guidance/support/assistance to complete homework. (1pt)
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. (1pt)
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. (1pt)
V.E.6 Does not require children to sit at tables but gives them an opportunity to work in many positions. (1pt) 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. (1pt)
V.E.8 Provides many ways to express creativity: cooking, paint, clay, crafts, etc. Encourages dancing, creative dramatics, singing, or playing instruments. (1pt)
V.E.9 Activities emphasize cooperation; games and activities do not require excessive competition. (1pt)
V.E.10 Program includes opportunities to learn about nutrition 1 time per week or more. (1pt) 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 – The indoor and outdoor physical environments foster optimal growth, development and personal interest through opportunities for exploration, pleasure, enrichment, and development of friendships. Age-appropriate materials and equipment (indoor) of sufficient quantity, variety and durability shall be readily accessible to children and arranged to promote independent use by children. Only age-appropriate, fully intact and properly functioning materials that are in children’s reach and accessible can be counted. Enough materials should be available for several children to be engaged in a similar activity, thus reducing competition.

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	
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. (1pt)	
V.F.2 Age appropriate equipment is used. (1pt)	
V.F.3 Materials are intact and in good repair with no missing parts, sharp edges, or rust. (1pt)	
V.F.4 Materials are arranged so children can get materials by themselves without adult assistance. (1pt)	
V.F.5 Children work independently with equipment/materials by themselves or in small groups. (1pt)	
V.F.6 Children's storage with private compartments or space is provided. (1pt)	
V.F.7 Children are provided play materials that promote physical activity indoors (e.g. balls, music/movement CD’s) at appropriate times. (1pt)	
Indicator – Outdoor	
V.F.8 Age appropriate outdoor equipment is used. (1pt)	
V.F.9 Materials are in good repair with no sharp edges, rust or other hazards. (1pt)	
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. (1pt)	

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. (1pt)