

# School Age Care Environment Rating Scale (SACERS-U)

## FREQUENTLY ASKED QUESTIONS

Question	Date	Answer
<p>Our older age preschool room is for our 4-5 year old children all through the day. At 3:00 pm our school-age children come in from public school and our preschool children move to the other preschool room down the hallway. How do we set this room up to accommodate both age groups? The school age children do not have their own classroom on days that they come in at 3. We use all the classrooms all day long. At 3:00 we have a large number of children who leave at this time and it allows us to consolidate our 2 preschool age groups into 1 classroom. The school age children then come into that room when they arrive.</p>	<p>2/20/13</p>	<p>One issue is the primary use of the room. If the room is primarily used for preschool children this will be an issue at item 9. Materials is a separate issue and they should have many and varied materials for the age group. Also, there is the item that deals with display by and about school-agers and the size of furnishings is a consideration. As usual there is not a simply reply, if the space is shared it is shared. However, age-appropriate materials, appropriately sized furnishing, and appropriate display will help make the space conducive for older children.</p>
<p>Is there any guidance around a cozy space in a school age room? Do they need one? If so, is there to be separation from noisy space?</p>		<p>In order to get credit #7 7.1, they would need a planned cozy area plus additional softness available in other areas. At 5.1 a cozy area is expected and would need a substantial amount of softness. Rugs or wall-to-wall carpeting are included at the 3 level.</p>
<p>Do they need a separate cozy area like the ECERS?</p>		<p>No, it does not have to be a separate area. It can be apart of other areas such as books, TV/Video, or home living area; however, if used as a quiet area they would need to consider placement for #4 5.2 for separation of quiet and noisy spaces.</p>
<p>Would a center still use the SACERS if they have school age children, a before and after school program, but the room is considered a private kindergarten not recognized by the State of IL? Also, the teacher is not certified to teach school age children (no type 03 certificate).</p>		<p>We would not assess a private kindergarten classroom.</p>

<p>If a center has a before and after school program, but they also have a class of 5 year olds who did not meet the age requirement for public schools, can they add all the kids together and not need a separate space for the before and after school program?</p>		<p>This room would be included in the ECERS-R sample and the SACERS sample. If the room was chosen for a SACERS assessment, we would use the SACERS to assess the experience of the school age children.</p>
<p>Are school age children participating in before and after school programs allowed to play video games such as the Wii to do Wii Sports? Is this acceptable use of computer and technology?</p>		<p>Video games are not an issue unless the content is violent or not age-appropriate in other ways.</p>
<p>What time does the assessor come for school age when it is during the school year?</p>		<p>We ask the center what time children typically arrive from school. The assessor would usually arrive a bit earlier to have some time to begin assessing the materials in the room.</p>
<p>If they only have 2 school-agers, do they need to open up a school-age room for the assessment or can they leave the 2 students in another room as they usually do?</p>		<p>If there are less than 5 school-age children enrolled, we would not do a SACERS assessment.</p>
<p>If the children are in Kindergarten and the program is located at a childcare center is it the choice of the program to place them with the Pre-K program or the School Age program?</p>		<p>It is the choice of the program; the assessor would be looking at the appropriateness of the materials and equipment for the Kindergarten children.</p>
<p>If they are located in the school system and do not have control of the heat/air but have windows that can be opened will this count as temperature control? If they are able to ask the school office to adjust the temperature will that count?</p>		<p>Asking the office to adjust the temperature would be included as temperature control at 3.2; ability to open windows can be included for ventilation control at 7.1.</p>
<p>When talking about furnishings, will the program take a hit if the seating is just school bench seating? If so where?</p>		<p>Items 5, 6, and 7 address furnishings for routine care, learning, and relaxation. More information is needed because this may or may not be an issue for this group. A back is not required on chairs; therefore, bench seating could be appropriate. Furnishings must be appropriately-sized and one type of tables/chairs could meet this requirement for everyone in the group.</p>

<p>If they have one soft area in the library with carpet and bean bags do they need additional areas? (additional notes item 7- 2 areas: 1 cozy area and 1 additional area or is it a cozy area and 2 additional areas)</p>		<p>A cozy area is required at indicator 5.1 (this could include carpet and bean bags in the library). For full credit at 7.1 (score of 7) children must be able to relax in two additional areas of the room. If there is a cozy area plus one additional place to relax in the score would be 6. Note a rug or carpet alone would not provide enough softness at the 5 or 7 levels.</p>
<p>If they are located at a school and the playground has no fence do you have any suggestions?</p>		<p>Look into funding through grants or the PTO.</p>
<p>For programs located in schools, does the teacher have to escort the student down the hall to the bathroom or can she/he supervise from the doorway? Is this for all ages?</p>		<p>A child leaving the classroom alone is considered in Item 31 Staff supervision. If the teacher is able to see the child as they go into the bathroom and walk back to the room that would be adequate for most school-age children. Remember, the level of supervision required is going to be dependent on the age and impulsiveness of the child.</p>
<p>If the school bell rings and children all go directly to the SA program (without exiting the building) do the Kindergartens still have to be escorted?</p>		<p>Yes.</p>
<p>Would punishment and reward systems, such as Red light, Yellow light and Green Light be considered to be harsh punishment?</p>		<p>No, that would not typically be considered under Item 32, indicator 3.1. Use of a punishment and reward system would be considered (but not an automatic no) for indicator 5.1.</p>
<p>For item 4, indicators 1.1 and 3.3, if centers are set up but there are taller shelving units that block the view would this be counted down at this level?</p>		<p>This is difficult to respond to without seeing the space and the supervision. However, enclosed spaces (tents, under blankets, privacy boxes) and children in rooms adjacent to the main space are often difficult to supervise in school-age programs. If furnishings prevent a teacher from seeing children it is likely that Item 4, indicator 3.3 would be rated no.</p>