

Crosswalk: COA’s After School Program Standards and the NAA Standards for Quality School-Age Care

This crosswalk shows how COA’s *After School Program Standards* correspond to the *NAA Standards for Quality School-Age Care*. The left hand column lists the NAA Keys, Standards, and Examples. The right hand column lists the COA Practice Standards that have the same or similar content, as well as the Core Concept Standards that contain those relevant Practice Standards. When a COA standard relates to multiple NAA standards, it is listed in the crosswalk multiple times.

Many standards include related Interpretations, Notes, Research Notes, and Related Standards that provide further clarification and guidance. Interpretations and Notes are often included in the crosswalk, but that is not always the case. Research Notes and Related Standards are not included in the crosswalk. For the full content of the standards, please see the standards website at www.COAAfterschool.org.

COA’s *After School Program Standards* also include additional standards on topics not addressed in NAA’s standards (e.g., Ethical Practices and Research Protections). Those standards are not listed in this crosswalk, but can be also found on the standards website at www.COAAfterschool.org.

| National AfterSchool Association (NAA) Standards | Council on Accreditation (COA) Standards |
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| <p>Human Relationships</p> <p>1. Staff relate to all children and youth in positive ways.</p> <p>Staff treat children with respect and listen to what they say.</p> <p style="padding-left: 40px;">Staff do not belittle children. They take children’s comments seriously. Staff do not intrude or interrupt children. Staff use supportive language. They make statements like “Keep trying; you can do it!”</p> <p>Staff make children feel welcome and comfortable.</p> <p style="padding-left: 40px;">Staff project a tone of welcome in their voices and gestures. Staff acknowledge children when they arrive and depart. They respond appropriately when children show affection. Staff stay calm in all situations. They handle conflicts in a way that</p> | <p>ASP-PS 3: Building Healthy Relationships Between Children and Youth and Adults</p> <p>Children and youth develop positive, supportive relationships with personnel.</p> <p>ASP-PS 3.01</p> <p>Personnel are actively engaged with children and youth, and relate to them in positive ways by:</p> <ol style="list-style-type: none"> a. helping them feel welcome and comfortable; b. treating them with respect; c. listening to what they say; and d. responding to them with acceptance and appreciation. <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Personnel talk and interact with children and youth; • Personnel show interest in what children and youth say and do; • Personnel participate in many activities with children and youth; |

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| <p>reduces fear or disruption.</p> <p>Staff respond to children with acceptance and appreciation.</p> <p>Staff are kind and fair to all children. They include all interested children in activities and events. Games and sports are open to all, regardless of their athletic skill. Staff do not separate children by gender. They do not discriminate on the basis of race, religion, gender, ethnicity, family structure, appearance, disability, etc.</p> <p>Staff are engaged with children.</p> <p>Staff talk and play with the children. They show interest in what the children say and do. Staff participate in many activities with children. Staff sit with children at snack time. Staff show that they enjoy children. Staff seem cheerful rather than bored, tired, or distant. Staff spend little time on tasks that do not involve the children.</p> | <ul style="list-style-type: none"> ● Personnel show that they enjoy children and youth; ● Personnel sit with children and youth when snacks are served; ● Personnel seem cheerful rather than bored, tired, or distant; ● Personnel spend little time on tasks that do not involve children and youth; ● Personnel project a tone of welcome in their voices and gestures; ● Personnel acknowledge children and youth when they arrive and depart; ● Personnel respond appropriately when children and youth show affection; ● Personnel stay calm in all situations; ● Personnel do not belittle children and youth; ● Personnel take children's and youths' comments seriously; ● Personnel do not intrude on or interrupt children and youth; ● Personnel use supportive language; ● Personnel are kind and fair to all children and youth; ● Personnel include all interested children and youth in activities and events, regardless of their skill level; ● Personnel do not separate children and youth by gender; and ● Personnel do not discriminate on the basis of race, religion, gender, ethnicity, family structure, appearance, disability, sexual orientation, etc. |
| <p>2. Staff respond appropriately to the individual needs of children and youth.</p> <p>Staff know that each child has special interests and talents.</p> <p>Staff are able to spend time with individual children. Staff bring in materials related to children's interests: pets, music, sports, computers, chess, etc. Specialists are used for certain activities. Staff are eager to hear about events in children's lives outside the program.</p> <p>Staff recognize the range of children's abilities.</p> <p>Staff vary their responses to match children's ages and abilities. Staff help children become focused and engaged. Staff help children pursue their interests and improve their skills. Staff offer enrichment activities. Staff help children with their homework.</p> | <p>ASP-PS 3: Building Healthy Relationships Between Children and Youth and Adults</p> <p>Children and youth develop positive, supportive relationships with personnel.</p> <p>ASP-PS 3.02</p> <p>Personnel recognize and respond appropriately to the individual needs, interests, and abilities of children and youth.</p> <p>Interpretation: Personnel should recognize the range of children's abilities, know that each child has special interests and talents, respond to the range of children's feelings and temperments, and relate to a child's culture and language.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> ● Personnel vary their responses to match the ages and abilities of children and youth; ● Personnel help children and youth become focused and engaged; ● Personnel help children and youth pursue their interests and improve their skills; |

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| <p>Staff substitute equipment as needed, such as using a large beach ball instead of a volleyball for outdoor games.</p> <p>Staff can relate to a child’s culture and home language. Staff provide resources that show different cultural perspectives. They help children use books, music, and tapes in different languages. Visual displays show a variety of cultures. Signs include the home languages of the children in the program. Children have an opportunity to speak their home language with peers and staff. Guests from various cultural traditions are invited to speak at the program and share their experiences. They also serve as coaches, mentors, and friends.</p> <p>Staff respond to the range of children’s feelings and temperaments. Staff try to understand the different ways children express their feelings (e.g., different cultural styles to show respect for authority, express hurt or anger or warmth). Staff try to assess children’s feelings before attempting to solve a problem. Staff find suitable ways to include all children. Staff accept a child’s desire to be alone. Staff remain calm and patient with an angry child. Staff comfort a child who appears hurt, upset or disappointed.</p> | <ul style="list-style-type: none"> • Personnel substitute equipment as needed (e.g., when children and youth have poor motor skills, personnel provide a large beach ball instead of a volleyball for outdoor games); • Personnel are able to spend time with individual children and youth; • Personnel bring in materials related to the interests of children and youth (e.g., pets, music, sports, computers, chess, etc.); • Personnel are eager to hear about events in the lives of children and youth; • Personnel try to understand the different ways children express their feelings (e.g., different cultural styles to show respect for authority or express hurt, anger, or warmth); • Personnel try to assess children’s feelings before attempting to solve a problem; • Personnel find suitable ways to include all children and youth; • Personnel accept a child’s or youth’s desire to be alone; • Personnel remain calm and patient with an angry child or youth; • Personnel comfort children and youth who appear hurt, upset, or disappointed; • Personnel provide resources that show different cultural perspectives; • Personnel help children and youth use books and music in different languages; • Children and youth have an opportunity to speak their home language with peers and personnel, to the extent possible; • Guests from various cultural traditions are invited to speak at the program, share their experiences, and serve as coaches, mentors, and friends; • Personnel help children and youth move beyond gender stereotypes in their choices; • Personnel use pictures and visual aids to reach out to non-readers and speakers of other languages; • Personnel modify activities as needed so that all children and youth can participate; • Personnel listen carefully to all children and youth; • Personnel speak to children and youth on a level they seem to understand; • Personnel take extra time with children and youth who speak another language at home or have difficulty listening or speaking; • Personnel try to find effective ways to communicate with all children and youth; • Personnel recognize non-verbal as well as verbal responses; and • Personnel sometimes use non-verbal signals to help children and youth understand. <p>ASP-PS 13: Protecting the Rights of Children and Youth and their Families The rights and privacy of children and youth, and their family members, are respected.</p> |
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ASP-PS 13.03

The program accommodates written and oral communication needs of children, youth, and their families by:

- a. communicating, in writing and orally, in the languages of the major population groups served;
- b. providing, or arranging for, bilingual personnel or translators or arranging for the use of communication technology, as needed;
- c. providing telephone amplification, sign language services, or other communication methods for deaf or hearing impaired persons, to the extent possible;
- d. providing, or arranging for, communication assistance for persons with special needs who have difficulty making their needs known; and
- e. considering the person's literacy level.

Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:

- Personnel reflect the cultures and languages of children and youth in the program;
- Whenever possible personnel speak with families in their home language;
- Personnel ask translators to help communicate with families during individual and large-group meetings;
- Personnel avoid using children and youth as translators, if possible;
- Personnel provide information written in the family's home language and literacy level; and
- Whenever possible, personnel offer orientation sessions in the home language of the families;
- Written material is translated for families who do not speak or read the majority language;
- Pictographs are used to convey written information to non-readers, to the extent possible;
- Adult interpreters are available when needed;
- Whenever possible, information for families is written in the family's home language;
- Notices and signs are written in the languages of the families in the program;
- Meetings are held in the home language of the families; and
- The program makes provisions for families who do not speak or read the majority

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| <p>3. Staff encourage children and youth to make choices and to become more responsible.</p> <p>Staff offer assistance in a way that supports a child’s initiative. Staff help children find ways to pursue their own interests. Staff say “yes” to children’s reasonable requests and ideas for activities. Staff help children plan projects and gather resources.</p> <p>Staff assist children without taking control, and they encourage children to take leadership roles. Staff give clear directions so that children can proceed independently. When asked, staff step in to help children. Staff encourage children to proceed on their own.</p> <p>Staff give children many chances to choose what they will do, how they will do it, and with whom. Children have frequent opportunities to choose their companions. Children help prepare and/or serve their own food. Children set up activities and/or clean up afterwards. Older children may choose to set up their own clubhouse. When field trips are planned, some children may choose to stay at the program.</p> <p>Staff help children make informed and responsible choices. Staff remind children to think about how their actions may affect others in the program. Staff ask questions that guide children to make good decisions. Staff help children understand the impact of their decisions on others.</p> | <p>language.</p> <p>ASP-PS 3: Building Healthy Relationships Between Children and Youth and Adults Children and youth develop positive, supportive relationships with personnel.</p> <p>ASP-PS 3.04 Personnel encourage children and youth to make choices and become more responsible by:</p> <ol style="list-style-type: none"> offering assistance in a way that supports initiative; assisting without taking control; encouraging children and youth to take leadership roles; giving children and youth frequent opportunities to choose what they will do, how they will do it, and with whom; and assisting children and youth in making informed and responsible choices. <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> Personnel help children and youth find ways to pursue their own interests; Personnel say “yes” to reasonable requests and ideas for activities; Personnel help children and youth plan projects and gather resources; Personnel give clear directions so that children and youth can proceed independently; Personnel encourage children and youth to proceed on their own; Children and youth have frequent opportunities to choose their companions; Children and youth help prepare and/or serve their own food; Children and youth set up activities and/or clean up afterwards; Personnel remind children and youth to think about how their actions may affect others in the program; Personnel ask questions that guide children and youth to make good decisions; and Personnel help children and youth understand the impact of their decisions on others. |
| <p>4. Staff interact with children and youth to help them</p> | <p>ASP-PS 3: Building Healthy Relationships Between Children and Youth and Adults</p> |

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| <p>learn.</p> <p>Staff ask questions that encourage children to think for themselves. Staff pursue children’s ideas. Staff start discussions by asking open-ended questions (e.g., “what if?” or “how can we...?”). Staff encourage children to use journal writing, art projects and group discussions as a way to express their ideas. Staff take time to think about children’s questions.</p> <p>Staff share skills and resources to help children gain information and solve problems. Staff show children how and where to find answers to questions. Staff show children how complex skills can be broken into smaller steps. Staff encourage children to practice basic life skills. When children face problems they cannot solve themselves, staff offer suggestions.</p> <p>Staff vary the approaches they use to help children learn. Staff teach children a new task or game by showing the steps as well as telling about them. Staff write down instructions for activities so that children can remember what to do. Staff pay attention to culture and gender variations in learning styles. They recognize non-verbal as well as verbal responses. They encourage children to try new activities. They help children move beyond gender stereotypes in their choices. Staff use pictures and visual aids to reach out to non-readers and speakers of other languages. Staff modify activities as needed so that all children, including those with disabilities, can participate.</p> <p>Staff help children use language skills through frequent conversations.</p> | <p>Children and youth develop positive, supportive relationships with personnel.</p> <p>ASP-PS 3.02 Personnel recognize and respond appropriately to the individual needs, interests, and abilities of children and youth.</p> <p>Interpretation: Personnel should recognize the range of children’s abilities, know that each child has special interests and talents, respond to the range of children’s feelings and temperments, and relate to a child’s culture and language.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Personnel vary their responses to match the ages and abilities of children and youth; • Personnel help children and youth become focused and engaged; • Personnel help children and youth pursue their interests and improve their skills; • Personnel substitute equipment as needed (e.g., when children and youth have poor motor skills, personnel provide a large beach ball instead of a volleyball for outdoor games); • Personnel are able to spend time with individual children and youth; • Personnel bring in materials related to the interests of children and youth (e.g., pets, music, sports, computers, chess, etc.); • Personnel are eager to hear about events in the lives of children and youth; • Personnel try to understand the different ways children express their feelings (e.g., different cultural styles to show respect for authority or express hurt, anger, or warmth); • Personnel try to assess children’s feelings before attempting to solve a problem; • Personnel find suitable ways to include all children and youth; • Personnel accept a child’s or youth’s desire to be alone; • Personnel remain calm and patient with an angry child or youth; • Personnel comfort children and youth who appear hurt, upset, or disappointed; • Personnel provide resources that show different cultural perspectives; • Personnel help children and youth use books and music in different languages; • Children and youth have an opportunity to speak their home language with peers and personnel, to the extent possible; • Guests from various cultural traditions are invited to speak at the program, share their experiences, and serve as coaches, mentors, and friends; |
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Staff speak to children on a level children seem to understand. They listen patiently as all children try to express themselves. Staff take extra time with children who speak another language at home or have difficulty listening or speaking. Staff try to find effective ways to communicate with all children. Staff sometimes use non-verbal signals to help children understand.

- Personnel help children and youth move beyond gender stereotypes in their choices;
- Personnel use pictures and visual aids to reach out to non-readers and speakers of other languages;
- Personnel modify activities as needed so that all children and youth can participate;
- Personnel listen carefully to all children and youth;
- Personnel speak to children and youth on a level they seem to understand;
- Personnel take extra time with children and youth who speak another language at home or have difficulty listening or speaking;
- Personnel try to find effective ways to communicate with all children and youth;
- Personnel recognize non-verbal as well as verbal responses; and
- Personnel sometimes use non-verbal signals to help children and youth understand.

ASP-PS 3.03

Personnel promote autonomy and learning by:

- a. asking questions that encourage children and youth to think for themselves;
- b. sharing skills and resources that help children and youth solve problems;
- c. varying the approaches they use to help children and youth learn; and
- d. engaging children and youth in conversations.

Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:

- Personnel pursue children's and youths' ideas;
- Personnel start discussions by asking open-ended questions;
- Personnel encourage children and youth to use journal writing, art projects, and group discussions as ways to express their ideas;
- Personnel listen carefully to children and youth and take time to think about their questions;
- Personnel show children and youth how and where to find answers to questions;
- Personnel show children and youth how complex skills can be broken into smaller steps;
- Personnel encourage children and youth to practice basic life skills;
- When children and youth face problems they cannot solve by themselves, personnel offer suggestions;
- Personnel show children and youth new tasks or activities by showing the steps as well as telling about them;
- Personnel write down instructions for activities so that children and youth can

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| | <p>remember what to do;</p> <ul style="list-style-type: none"> • Personnel pay attention to culture and gender variations in learning styles; and • Personnel encourage children and youth to try new activities. |
| <p>5. Staff use positive techniques to guide the behavior of children and youth.</p> <p>Staff give attention to children when they cooperate, share, care for materials, or join in activities.</p> <p>Staff often show appreciation and encouragement. They avoid using insincere praise and threats to control children’s behavior. Staff teach children how to communicate and cooperate. Staff celebrate children’s efforts and progress.</p> <p>Staff set appropriate limits for children.</p> <p>Staff set limits to prevent children from hurting each other physically or verbally. If children tease, scapegoat, threaten, or exclude others, staff step in. Staff avoid setting unrealistic limits, such as expecting children to be quiet most of the day. Staff take steps to ensure that each child understands the limits that are set.</p> <p>Staff use no harsh discipline methods.</p> <p>Staff do not shame, yell, hit, or withhold food. The whole group is not scolded or punished when one child breaks a rule. Staff avoid correcting children publicly. Staff do not force children to explain their behavior or apologize.</p> <p>Staff encourage children to resolve their own conflicts. Staff step in only if needed to discuss the issues and work out a solution.</p> <p>Staff listen and observe carefully. Staff use negotiation, reasoning, and redirection to help children find alternatives. Staff do not impose their</p> | <p>ASP-PS 4: Promoting Positive Behavior and Healthy Peer Relationships Personnel use positive techniques to support and guide behavior, and promote respectful, cooperative interactions among children and youth.</p> <p>ASP-PS 4.01 Program rules and behavioral expectations:</p> <ol style="list-style-type: none"> set clear and appropriate limits; are developed with children and youth enrolled in the program; and are conveyed and enforced in a fair, consistent manner. <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Time is set aside to discuss rules; • Personnel, children, and youth work together to define rules that make sense to all; • Personnel set realistic limits (e.g., personnel should not expect children and youth to be quiet most of the time); • Personnel expect all children and youth to abide by the same rules; • Personnel take steps to ensure that children and youth understand the limits that are set; and • Personnel set limits to prevent children and youth from hurting each other verbally or physically. <p>ASP-PS 4.02 Personnel support positive behavior by:</p> <ol style="list-style-type: none"> developing positive relationships with children and youth; helping children and youth develop and practice appropriate social skills; building on strengths and reinforcing positive behaviors such as sharing, cooperating, caring for materials, and joining in activities; encouraging children and youth to resolve their own conflicts, when possible and appropriate; responding consistently to issues; and modeling appropriate behavior by interacting with other personnel in a |

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| <p>solutions on children. Staff rarely lecture children. Staff help children express their feelings. Staff help children understand how their behavior affects others. Staff teach children specific skills to work through conflicts (e.g., circle time, peace table, or conflict-resolution skills).</p> | <p>positive, respectful manner.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Personnel often show appreciation and encouragement; • Personnel avoid using insincere praise and threats to control behavior; • Personnel teach children and youth how to communicate and cooperate; • Personnel celebrate the efforts and progress of children and youth; • Personnel use negotiation, reasoning, and redirection to help children and youth find alternatives; • Personnel do not impose their solutions on children and youth; • Personnel rarely lecture children and youth; • Personnel help children and youth express their feelings; • Personnel help children and youth understand how their behavior affects others; • Personnel teach children and youth specific skills they can use to work through conflicts (e.g., circle time, peace table, or conflict resolution skills); • If problems occur children and youth are encouraged to discuss their differences and work out a solution, when possible and appropriate (i.e., if there is not a power imbalance between the involved children and youth); and • Personnel handle conflicts in a way that reduces fear and disruption. <p>ASP-PS 4.04 Personnel strive to eliminate negative or unsafe peer interactions such as teasing, bullying, harassment, and relational aggression.</p> <p>Interpretation: Examples of ways to demonstrate implementation of the standard include, but are not limited to:</p> <ul style="list-style-type: none"> • If children and youth tease, scapegoat, threaten, or exclude others, personnel step in; and • When personnel hear insults or slang words used with a negative connotation they immediately step in to stop the behavior, and follow-up with children and youth to make sure they are okay. <p>ASP-PS 4.05 When children have special behavioral needs or issues, personnel respond appropriately.</p> |
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Interpretation: Appropriate responses may vary, depending on the child or youth and the situation. If it is necessary to de-escalate a volatile situation, methods for doing so may include listening and communication techniques such as negotiation and mediation; encouraging self-calming behaviors and involving the child or youth in regaining control; separating individuals involved in an altercation; and offering a voluntary escort to guide the child or youth to a safe location. In some cases it may be necessary to develop behavior support and management plans with children or youth and their families. Personnel should never employ, and program policy should prohibit the use of, restrictive behavior management interventions.

If an enrolled child or youth is considered inappropriate for the program, personnel should: (1) initiate a conversation with both the child or youth and his/her family, and (2) make every effort to ensure that the family obtains information about programs and services that may be more appropriate for the child or youth. However, all possible accommodations and interventions should be exhausted before it is decided that a particular child or youth is not appropriate for the program. See ASP-PS 13.07 for more information about responding appropriately to children and youth with special needs.

Note: Restrictive behavior management interventions include isolation; locked seclusion; and manual, mechanical, and chemical restraints. Refer to the Glossary for more information regarding these restrictive practices.

ASP-PS 4.06

Personnel use no harsh discipline methods, and program policy prohibits:

- a. corporal punishment;
- b. aversive stimuli;
- c. withholding nutrition or hydration;
- d. inflicting physical or psychological pain;
- e. demeaning, shaming, or degrading language or activities;
- f. unnecessarily punitive restrictions;
- g. forced physical exercise to eliminate behaviors;
- h. punitive work assignments;
- i. punishment by peers; and
- j. group punishment or discipline for individual behavior.

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| <p>6. Children and youth generally interact with one another in positive ways.</p> <p>Children appear relaxed and involved with each other. Group sounds are pleasant most of the time.</p> <p>Children show respect for each other. Teasing, belittling, or picking on particular children is uncommon. Children show sympathy for each other and help each other.</p> <p>Children usually cooperate and work well together. Children willingly share materials and space. They suggest activities, negotiate roles, and jointly work out the rules. Children include others with developmental, physical, or language differences in their play. Children often help each other. There is a strong sense of community.</p> <p>When problems occur, children often try to discuss their differences and work out a solution. Children listen to each other’s point of view and try to compromise (e.g., if two children want to use the same equipment, they may decide to take turns as a solution). Children know how to solve problems. Their solutions are usually reasonable and fair. They do not try to solve disagreements by bullying or acting aggressively.</p> | <p>ASP-PS 4: Promoting Positive Behavior and Healthy Peer Relationships Personnel use positive techniques to support and guide behavior, and promote respectful, cooperative interactions among children and youth.</p> <p>ASP-PS 4.03 Children and youth generally interact in positive ways, and:</p> <ol style="list-style-type: none"> appear relaxed and involved with each other; show respect for each other; and cooperate and work well together. <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> Children and youth show sympathy for each other; Children and youth willingly share materials and space; Children and youth suggest activities, negotiate roles, and jointly work out the rules; Children and youth include those with developmental, physical, or language differences in activities; Children and youth help each other; There is a strong sense of community; Children and youth listen to each other’s point of view and try to compromise; Children and youth know how to solve problems, and their solutions are usually reasonable and fair; Children and youth do not try to solve disagreements by bullying or acting aggressively; and Teasing, belittling, or picking on particular children and youth is uncommon. |
| <p>7. Staff and families interact with each other in positive ways.</p> <p>Staff make families feel welcome and comfortable. Staff and family members greet one another by name. Staff use friendly voices, expressions, and gestures. They are relaxed and not abrupt with each other.</p> | <p>ASP-PS 10: Family Connections Connections with families increase the ability of the program to support children and youth.</p> <p>ASP-PS 10.01 Family members are treated with respect, and helped to feel welcome and comfortable.</p> |

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| <p>Staff and families treat each other with respect. Staff and family members show interest in each other’s lives. Respect is shown to all without bias. Staff communicate with families in a variety of ways. Staff recognize that some cultures like direct communication, while others prefer indirect. Staff do not talk about confidential matters in front of the children or other adults.</p> <p>Staff share the languages and cultures of the families they serve, and the communities they live in. The program’s diverse staff reflect the cultures and languages of the children in the program. Whenever possible, staff speak with families in their home language. Staff ask translators to help communicate with families during individual and large-group meetings. Staff avoid using children as translators if possible. Staff provide information written in the family’s home language. Displays and signs reflect the diversity in the community.</p> <p>Staff and families work together to make arrivals and departures between home and childcare go smoothly. Family members can easily find their children and their children’s possessions. Conversations with family members do not take attention away from children or their activities.</p> | <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Personnel and family members greet one another by name; • Personnel use friendly voices, expressions, and gestures; • Personnel and family members are relaxed and not abrupt with each other; • Personnel and family members show interest in each other’s lives; • Respect is shown to all without bias; • Personnel communicate with families in a variety of ways; • Personnel recognize that some cultures like direct communication, while others prefer indirect; and • Personnel do not talk about confidential matters in front of children and youth or other adults. <p>ASP-PS 10.04 Personnel and families work together to make arrivals and departures go smoothly.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Family members can easily find children and youth and their possessions; and • Conversations with family members do not take away from children and youth or their activities. <p>ASP-PS 13: Protecting the Rights of Children and Youth and their Families The rights and privacy of children and youth, and their family members, are respected.</p> <p>ASP-PS 13.03 The program accommodates written and oral communication needs of children, youth, and their families by:</p> <ol style="list-style-type: none"> a. communicating, in writing and orally, in the languages of the major population groups served; b. providing, or arranging for, bilingual personnel or translators or arranging for the use of communication technology, as needed; c. providing telephone amplification, sign language services, or other communication methods for deaf or hearing impaired persons, to the extent |
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| | <p>possible;</p> <p>d. providing, or arranging for, communication assistance for persons with special needs who have difficulty making their needs known; and</p> <p>e. considering the person's literacy level.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Personnel reflect the cultures and languages of children and youth in the program; • Whenever possible personnel speak with families in their home language; • Personnel ask translators to help communicate with families during individual and large-group meetings; • Personnel avoid using children and youth as translators, if possible; • Personnel provide information written in the family's home language and literacy level; and • Whenever possible, personnel offer orientation sessions in the home language of the families; • Written material is translated for families who do not speak or read the majority language; • Pictographs are used to convey written information to non-readers, to the extent possible; • Adult interpreters are available when needed; • Whenever possible, information for families is written in the family's home language; • Notices and signs are written in the languages of the families in the program; • Meetings are held in the home language of the families; and • The program makes provisions for families who do not speak or read the majority language. |
| <p>8. Staff work well together to meet the needs of children and youth.</p> <p>Staff communicate with each other while the program is in session to ensure that the program flows smoothly.</p> <p>Staff check with each other to make sure all areas are supervised. Conversations about personal matters are brief and do not interfere with transitions and activities.</p> | <p>ASP-HR 5: Positive Work Environment</p> <p>The program provides a positive work environment and promotes a high level of personnel satisfaction and retention.</p> <p>ASP-HR 5.10</p> <p>Personnel work well together, and:</p> <ol style="list-style-type: none"> a. cooperate with each other; b. are respectful of each other; c. provide role models of positive adult relationships; and |

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| <p>Staff are cooperative with each other. Staff are flexible about their roles. They pitch in to help each other with the children as needed. Work appears to be shared fairly. When problems occur, staff discuss their differences and work toward fair solutions. Long or complicated discussions are saved for times when children are not present.</p> <p>Staff are respectful of each other. Respect is shown to all. Staff communicate their needs in a way that promotes cooperation. Staff are aware of how their tone and demeanor convey respect. They manage tense situations in a way that shows respect for other staff members.</p> <p>Staff provide role models of positive adult relationships. Staff check in with each other and stay in touch throughout the day. Staff model positive adult interaction through cooperation, caring, and effective communication. Staff notice and respond supportively to non-verbal cues and gestures.</p> | <p>d. communicate with each other while the program is in session to ensure that the program flows smoothly.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Personnel are flexible about their roles; • Personnel pitch in to help each other with children and youth, as needed; • Work appears to be shared fairly; • When problems occur, personnel discuss their differences and work toward fair solutions; • Long or complicated discussions are saved for times when children and youth are not present; • Respect is shown to all; • Personnel communicate about their needs in a way that promotes cooperation; • Personnel are aware of how their tone and demeanor convey respect; • Personnel manage tense situations in a way that shows respect for other staff members; • Personnel check in with each other and stay in touch throughout the day; • Personnel model positive adult interaction through cooperation, caring, and effective communication; • Personnel notice and respond supportively to non-verbal cues and gestures; • Personnel check with each other to make sure all areas are supervised; • Conversations about personal matters are brief and do not interfere with transitions and activities; and • Personnel adhere to the rules established for children, when appropriate (e.g., rules related to chewing gum, drinking sodas, wearing hats, etc). |
| <p>Indoor Environment</p> | |
| <p>9. The program’s indoor space meets the needs of children and youth.</p> <p>There is enough room for all program activities. Children can work and play without crowding. There is enough space so that indoor activities do not interfere with each other. There is indoor space for active play during bad weather.</p> | <p>ASP-PS 6: Indoor Environment Program activities take place in supportive settings that promote personal growth and development.</p> <p>ASP-PS 6.02 There is enough room in the indoor space for socializing and the activities the program offers.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard</p> |

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| <p>The space is arranged well for a range of activities: physical games and sports, creative arts, dramatic play, quiet games, enrichment offerings, eating, and socializing.</p> <p>Messy play takes place near the sink or by a floor that is easy to wash. Materials are sorted and well organized. Running water is conveniently located.</p> <p>The space is arranged so that various activities can go on at the same time without much disruption.</p> <p>Active play does not disrupt quiet play (e.g., loud music does not distract children doing homework). Pathways allow children to move from one place to another without disturbing ongoing activities. Sharing the space with other groups (e.g. schools or churches) does not restrict the children’s activities or noise level.</p> <p>There is adequate and convenient storage space for equipment, materials, and personal possessions of children and staff.</p> <p>There is a place for children and staff to store personal belongings. Materials used frequently and works-in-progress are accessible to children. There are other places to store bulk materials and things not currently in use.</p> | <p>include, but are not limited to:</p> <ul style="list-style-type: none"> • Children and youth can work and play without crowding; • There is enough space so that indoor activities do not interfere with each other; • There is indoor space for active play during bad weather; • When indoor space is used for active play (e.g., dance, aerobics, or basketball) there are approximately 75 square feet per child or youth; • There are approximately 35 square feet per child or youth for quiet activities such as homework, reading, or holding club meetings; and • There are approximately 45 square feet per child or youth for small group and enrichment activities such as woodworking, arts and crafts, and science experiments. <p>ASP-PS 6.03 The indoor space is arranged well for the range of activities the program offers.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Materials are sorted and well organized; • Running water is conveniently located and accessible to children and youth of varying heights; and • Activities take place near the sink when they require water for clean-up. <p>ASP-PS 6.04 The indoor space is arranged so that various activities can go on at the same time without much disruption.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Active play does not disrupt quiet activities (e.g., loud music does not distract children and youth doing homework); and • Pathways allow children and youth to move from one place to another without disturbing ongoing activities. <p>ASP-PS 6.06 There is adequate and convenient storage space for equipment, materials,</p> |
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| | <p>and personal possessions of children, youth and personnel.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • There is a place for children and youth to store personal belongings; • Materials used frequently and works-in-progress are accessible to children, and there are other places to store bulk materials and things not currently in use; • Personnel rarely have to carry heavy equipment long distances or large amounts of materials for set-up and clean-up; • The amount or location of storage does not limit the activities personnel can offer; • Personnel have a place to store personal belongings; and • Programs in shared space have portable equipment on wheels. |
| <p>10. The indoor space allows children and youth to take initiative and explore their interests.</p> <p>Children can get materials out and put them away by themselves with ease.</p> <p>Materials that see frequent use are kept on low and open shelves. Materials and supplies are equally accessible to all children. If supply cabinets are locked, they can be opened for use while children are at the program.</p> <p>Children can arrange materials and equipment to suit their activities.</p> <p>Children can choose tables and desks that are at the right height for their size and activity. Children can sit comfortably without being cramped (e.g., with feet on the floor and arms on the table). Children can move furniture easily to make more room or to define an area.</p> <p>The indoor space reflects the work and interests of the children.</p> <p>Displays feature children’s artwork and other pictures of interest to them. Children are free to personalize</p> | <p>ASP-PS 6: Indoor Environment</p> <p>Program activities take place in supportive settings that promote personal growth and development.</p> <p>ASP-PS 6.01</p> <p>The program setting is welcoming and engaging and helps children and youth feel physically and emotionally comfortable and supported.</p> <p>Interpretation: The program’s indoor space should reflect the work and interests of children and youth and be sensitive to and supportive of all children and youth, regardless of their background, race, ethnicity, culture, language, religion, socioeconomic status, gender, disability, or sexual orientation.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Displays feature artwork created by children and youth and other pictures of interest to them; • Children and youth are free to personalize the space and redefine some areas for their purposes; • The décor portrays people from different ethnic and racial backgrounds engaged in a variety of roles; • Children and youth can use and relax on soft, comfortable furniture, such as couches, cushions, beanbag chairs, or rugs; • There are some spaces that suit children and youth who want to rest or be alone; |

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| <p>the space and redefine some areas for their purposes (e.g., to build “forts” or clubhouses.) The décor portrays people from different ethnic and racial backgrounds engaged in a variety of roles.</p> <p>Some areas have soft, comfortable furniture on which children can relax.</p> <p>Children can use couches, cushions, beanbag chairs, or rugs. There are some spaces that suit children who want to rest or be alone.</p> | <ul style="list-style-type: none"> • Visual displays show a variety of cultures and reflect the diversity in the community; and • Signs include the home languages of the children and youth in the program. <p>ASP-PS 6.05</p> <p>In order to help children and youth take initiative and explore interests, the indoor space is arranged so that they can:</p> <ol style="list-style-type: none"> a. get materials out and put them away by themselves with ease; and b. move materials and equipment to suit their activities. <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Materials that see frequent use are accessible to participants; • Materials and supplies are equally accessible to all children and youth; • If supply cabinets are locked, they can be opened for use while children and youth are at the program; • Children and youth can sit comfortably without being cramped; • Children and youth can move furniture easily to make more room or to define an area; and • Children and youth can choose tables and desks that are at the right height for their size and activity. |
| <p>Outdoor Environment</p> <p>11. The outdoor play area meets the needs of children and youth, and the equipment allows them to be independent and creative.</p> <p>Each child has a chance to play outdoors for at least 30 minutes out of every three-hour block of time at the program.</p> <p>When weather permits, children can go outdoors often. In some situations, all children may go outdoors to play. In others, outdoor play can be offered as an open-ended choice. An indoor space is available for large-motor activities when the weather is bad (e.g., extreme cold, heat, or smog alert).</p> | <p>ASP-PS 7: Outdoor Environment</p> <p>The outdoor environment meets the needs of children and youth, and allows them to be independent and creative.</p> <p>ASP-PS 7.01</p> <p>The outdoor space is suitable for a wide variety of activities.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • There is an open area where children and youth can run, jump, and play; • There is a large field area, for structured sports activities such as kickball; • There is a hard surface for basketball, rollerblading, and bike riding; • There is a protected area for quiet play and socializing; and • If the program has a small outdoor space, the time children and youth spend |

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| <p>Children can use a variety of outdoor equipment and games for both active and quiet play. Storage areas are kept open so that children may select play equipment. Outdoor games and sports equipment are stored close to the play space.</p> <p>Permanent playground equipment is suitable for the sizes and abilities of all children. Equipment offers various levels of challenge. Older children have access to more challenging equipment. Younger children can reach most of the climbing structures. Equipment is accessible for use by children with disabilities. For example: There are enough ramps and paved areas for children in wheelchairs to be able to use the playground.</p> <p>The outdoor space is suitable for a wide variety of activities. There is an open area where children can run, jump, and play. There is a protected area for quiet play and socializing. There is a large ball field area. There is a hard surface for basketball, rollerskating, and bike riding.</p> | <p>outdoors is staggered so that they are not crowded during outdoor activities.</p> <p>ASP-PS 7.02 Children and youth have frequent, regular opportunities to participate in outdoor activities while at the program.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Children and youth have opportunities for unstructured outdoor recreation and play; • Children and youth have opportunities to go outdoors to participate in structured sports and other physical fitness activities; • Children and youth have a chance to be outdoors for at least 30 minutes out of every three hour block of time at the program; • When weather permits, children and youth can go outdoors often; • In some situations, all children and youth may go outdoors, and in other situations, outdoor time can be offered as an open-ended choice; and • An indoor space is available for large-motor activities when the weather is bad (e.g., extreme cold, heat, or smog alert). <p>ASP-PS 7.03 Children and youth can easily access a variety of outdoor equipment and games.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Storage areas are kept open so that children and youth may select equipment for their activities; and • Outdoor games and sports equipment are stored close to the activity space, or moved near the activity space during the time children and will be using it. <p>ASP-PS 7.04 Permanent playground equipment is suitable for the ages, sizes, and abilities of children and youth.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> |
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| | <ul style="list-style-type: none"> • Equipment offers various levels of challenge; • Older children have access to more challenging equipment; and • Younger children can reach most of the climbing structures. |
| Activities | |
| <p>12. The daily schedule is flexible, and it offers enough security, independence, and stimulation to meet the needs of all children and youth.</p> <p>The routine provides stability without being rigid. Children seem to know the daily routine and to follow it without many reminders. Large-group outdoor time is extended or shortened, depending on the weather and the interest of the children. Time is set aside to discuss rules. Staff and children work together to define rules that make sense to all.</p> <p>Children meet their physical needs in a relaxed way. Children can get drinks and go to the bathroom without waiting for the group. Children can have a snack as an activity choice instead of eating together as a large group.</p> <p>Individual children move smoothly from one activity to another, usually at their own pace. When children arrive at the program, they are given time to adjust. Children need not wait a long time for an activity to start. They are not rushed to finish an activity. Children rarely move in a large group or in a line.</p> <p>When it is necessary for children to move as a group, the transition is smooth. Staff clearly explain how the transition will happen. There is appropriate supervision during the transition to ensure that it will occur safely. There is a clear reason for needing to move as a group. Children are</p> | <p>ASP-PS 5: Programming and Activities Program activities provide opportunities to build skills, explore interests, experience a sense of self-efficacy and belonging, and contribute to the community.</p> <p>ASP-PS 5.01 The daily schedule:</p> <ol style="list-style-type: none"> a. is flexible; b. provides stability without being rigid; c. allows children and youth to meet their physical needs (e.g., water, food, restroom) in a relaxed way; d. allows children and youth to move smoothly from one activity to another, usually at their own pace; and e. facilitates smooth transitions when it is necessary for children and youth to move as a group. <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • The program publishes a written schedule of program activities and events; • Children and youth seem to know the daily routine and to follow it without many reminders; • Large-group outdoor time is extended or shortened, depending on the weather and the interest of children and youth; • Children and youth can get drinks and go to the bathroom without waiting for the whole group; • Children and youth can have a snack as an activity choice instead of eating together as a large group (depending on the type of snack and the food storage facilities available); • When children and youth arrive at the program, they are given time to adjust; • Children and youth need not wait a long time for an activity to start; • Children and youth are not rushed to finish an activity; • Children and youth rarely move in a large group or in a line; |

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| <p>not forced to wait for a long time in silence.</p> | <ul style="list-style-type: none"> • Personnel clearly explain how transitions will happen; • There is appropriate supervision during transitions to ensure that they will occur safely; • When children and youth are required to move as a group, there is a clear reason for doing so; and • Children and youth are not forced to wait for a long time in silence. |
| <p>13. Children and youth can choose from a wide variety of activities.</p> <p>There are regular opportunities for active, physical play. Children have time indoors and outdoors for physical activity (e.g., a chance to dance, run, jump, climb, play active games and sports, and explore the environment).</p> <p>There are regular opportunities for creative arts and dramatic play. The program has a wide variety of arts and crafts materials: clay, paint, markers, beads, yarn for weaving and knitting, etc. There are costumes, puppets, and props on hand for dramatic play. Children have access to musical instruments and audio tapes.</p> <p>There are regular opportunities for quiet activities and socializing. Children can choose to sit and talk with friends or staff. They can choose to play quiet board games or help on a cooking project. They may decide to study alone, or just sit back and daydream.</p> <p>Children have a chance to join enrichment activities that promote basic skills and higher-level thinking. Children can work together on science projects. There are math games and materials to explore. Children can study the plants and animals that live in</p> | <p>ASP-PS 5: Programming and Activities Program activities provide opportunities to build skills, explore interests, experience a sense of self-efficacy and belonging, and contribute to the community.</p> <p>ASP-PS 5.02 Children and youth have opportunities to participate in a wide variety of engaging and challenging activities.</p> <p>Interpretation: Different types of activities will be offered depending on the goals of the program and the ages and preferences of program participants, as referenced in ASP-PS 1.02 and 5.03. Examples of relevant activities may include, but are not limited to: academic activities and enrichment; sports and physical fitness activities; health and wellness activities; creative arts activities, such as drama, dance, music, or arts and crafts; service learning and citizenship activities; life skills activities; career development activities; games and recreational activities; and social activities. Although it is important that activities be well-planned, the program schedule can also allow time for unstructured play and socialization.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Children and youth have time indoors and/or outdoors for physical activity; • The program offers arts and crafts activities; • Children and youth have opportunities to write plays and participate in dramatic play or performance arts activities; • The program offers opportunities to participate in music activities; • Children and youth can choose to sit and talk or play games with friends or personnel; • Children and youth can choose to play quiet board games; • Children and youth can choose to help on a cooking project; |

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| <p>or around the building. They can create a newspaper, write a play, do homework, or use computers.</p> | <ul style="list-style-type: none"> • Children and youth may decide to do homework or study alone; • Children and youth can choose to just sit back and daydream; • Children and youth can work together on science projects; • Children and youth can study the plants and animals that live in or around the building; • Children and youth can take walks in the neighborhood or visit local spots for exploring nature (e.g., creeks, ponds, beaches, and forests); • Children and youth have opportunities to use computers; • Children and youth can create a newspaper; and • Personnel help children and youth with their homework. <p>ASP-PS 5.04 Children and youth have:</p> <ol style="list-style-type: none"> a. opportunities to choose among program activities; and b. the right to opt out of any program activity or field trip. <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Different activities occur simultaneously, and children and youth can choose which activity to join; • If a child or youth is not interested in an activity, he or she can choose to sit out instead of participating; • When field trips are planned, some children and youth may choose to stay at the program, if staffing allows; and • When alternative programming will not be provided for children and youth who choose not to attend field trips, children, youth, and their families are informed ahead of time. |
| <p>14. Activities reflect the mission of the program and promote the development of all the children and youth in the program.</p> <p>Activities are in line with the styles, abilities, and interests of the individuals in the program. Children are permitted to work at their own pace. Activities allow children to work alone, in pairs, or in large and small groups. Special tools are available to</p> | <p>ASP-PS 5: Programming and Activities Program activities provide opportunities to build skills, explore interests, experience a sense of self-efficacy and belonging, and contribute to the community.</p> <p>ASP-PS 5.03 Activities reflect, support, and are suited to:</p> <ol style="list-style-type: none"> a. the mission and philosophy of the program; b. the styles, abilities, and interests of children and youth in the program; |

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| <p>children who need help with fine motor skills (e.g. special scissors, thick pencils, and brushes). Quiet activities, such as storytelling, are adapted to include children who are more active.</p> <p>Activities are well suited to the age range of children in the program.</p> <p>Staff adapt projects to suit different age and interest levels. Projects for younger children can be completed within a week. Projects for older children may last eight to ten weeks. Physical games and sports offer varying levels of challenge to suit the players. Staff encourage expert children to help beginners learn a new skill.</p> <p>Activities reflect the languages and cultures of the families served.</p> <p>Staff involve children, families, and community members in planning activities. Food from a range of cultures is served for snack. Games from different cultures are played inside and outside. Folk tales and traditions from diverse groups provide the basis for plays, musical performances, art displays, and craft projects.</p> <p>Activities reflect and support the program’s mission.</p> | <p>c. the age range of children and youth in the program; d. the languages and cultures of the children and youth in the program.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Children and youth are permitted to work at their own pace; • Activities allow children and youth to work alone, in pairs, or in large and small groups; • Quiet activities, such as storytelling, are adapted to include children and youth who are more active; • Personnel adapt projects to suit different age and interest levels; • Projects for younger children can usually be completed within a week; • Projects for older children and youth may last as long as eight to ten weeks; • Physical games and sports offer varying levels of challenge to suit the players; • Personnel encourage expert children and youth to help beginners learn a new skill; • Games from different cultures are played inside and outside; • Folk tales and traditions from diverse groups provide the basis for plays, musical performances, art displays, and crafts projects; • Personnel design and plan activities that reflect the mission and philosophy of the program; • Personnel regularly choose materials that reflect the language, music, stories, games, and crafts from various cultural traditions; • Personnel invite children, youth, and families to share recipes, songs, stories, and photos that represent their culture and experiences; and • Multicultural activities occur throughout the year, rather than only during holidays. |
| <p>15. There are sufficient materials to support program activities.</p> <p>Materials are complete and in good repair.</p> <p>Wooden equipment is free of splinters and rough edges. Hardware is not rusty or protruding. Board games and puzzles are in sturdy containers and have all their pieces. Balls are fully inflated. There is a wide variety of books in good condition.</p> | <p>ASP-PS 5: Programming and Activities</p> <p>Program activities provide opportunities to build skills, explore interests, experience a sense of self-efficacy and belonging, and contribute to the community.</p> <p>ASP-PS 5.06</p> <p>Program materials are:</p> <p>a. in good condition; b. sufficient for the number of children and youth in the program; c. developmentally appropriate for the age range of the children and youth in</p> |

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| <p>There are enough materials for the number of children in the program.</p> <p>Children rarely have to wait a long time to use materials, supplies, and equipment. A system is in place to help children share items in high demand (e.g., computers, pottery wheels, or new games). There are enough materials so that several activities can go on at the same time.</p> <p>Materials are developmentally appropriate for the age range of the children in the program.</p> <p>There are books for every reading ability. There are simple and more complex puzzles and board games (e.g., Candyland, Othello, Mancala, checkers and chess). There are computer games for young children as well as older youth. There are flexible materials that can be used in many ways (e.g., markers, stencils, paint, and clay). Many of the materials are adaptable for use by children with differing abilities.</p> <p>Materials promote the program’s mission.</p> | <p>the program; and</p> <p>d. appropriate to the activities offered.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Board games and puzzles are in sturdy containers and have all their pieces; • Balls are fully inflated; • There is a wide variety of books in good condition; • Children and youth rarely have to wait a long time to use materials, supplies, and equipment; • A system is in place to help children and youth share materials in high demand (e.g., computers, new games); • There are enough materials so that several activities can go on at the same time; • There are books for every reading ability; • There are simple and more complex puzzles and board games; • There are computer games for young children as well as older youth; • There are flexible materials that can be used in many ways (e.g., markers, stencils, paint, clay); • Many of the materials are adaptable for use by children and youth with differing abilities; • Special tools are available to children and youth who need help with fine motor skills (e.g., special scissors, think pencils, and brushes); • The program has a wide variety of arts and crafts materials; • There are costumes, puppets, and props on hand for dramatic play and performance arts activities; • Children and youth have access to musical instruments and audio tapes or CDs; and • There are math games and materials to explore. |
| <p>Safety, Health, & Nutrition</p> | |
| <p>16. The safety and security of children and youth are protected.</p> <p>There are no observable safety hazards in the program space.</p> <p>All of the following are covered and secured: electrical cords, heating pipes, sharp-edged objects. All stairs and climbing structures have railings. The</p> | <p>ASP-PS 9: Safety</p> <p>The program ensures the safety of children, youth, and personnel on its premises.</p> <p>ASP-PS 9.01</p> <p>There are no observable safety hazards in the indoor program space.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> |

cubbies, shelves, and dividers are secured so that they cannot tip over onto children. Tables are stored in a safe manner so they will not fall on anyone. The floor is free of dangerous clutter and spills. The area is free of glass and other unsafe litter. The outdoor play space is protected from traffic by fences or by other means. Program entrance and exit areas are also sheltered from traffic.

Systems are in place to protect the children from harm, especially when they move from one place to another or use the restroom.

There is appropriate supervision at all times. Children know how to get help in situations where adults are not directly supervising. A system is in place for monitoring the location and arrival time of children who participate in outside activities such as clubs, music lessons, and sports. Devices such as intercoms, two-way radios and cordless phones are used to make communication possible between different areas within the program. A system is in place to allow staff to know which children are in the bathroom and how long they've been there. For example, children may put a clothespin by their name and set an egg timer. Access is monitored and staff respond when strangers enter the program. For example, staff install a lock or buzzer on doors.

Equipment for active play is safe.

Large equipment is bolted down. Swings are placed out of the way of passing children. All playground equipment is on a resilient surface (e.g., fine, loose sand, wood chips, or wood mulch about nine inches deep, or on rubber mats manufactured for such use). Children wear appropriate protective gear (e.g., helmets for biking, and helmets, wrist and knee guards for in-line skating).

- Electrical cords, heating pipes, and sharp-edged objects are covered and secured;
- All stairs and climbing structures have railings;
- The floor is free of dangerous clutter and spills;
- The area is free of glass and other unsafe litter;
- Windows are secured;
- Floor coverings are secured (i.e., there are no loose rugs);
- There are no walk-in freezers or refrigerators that do not open from the inside;
- Water temperatures are appropriate, not harmful;
- There are no unscreened areas or unmarked glass doors;
- Entrances and exits are unobstructed and well-lit;
- Children and youth do not have unsupervised access to poisons or cleaning agents such as bleach;
- Toxic substances are kept in a locked cabinet, out of the reach of children;
- Electrical appliances and other objects (e.g., hair dryers, space heaters, radios, toys) are used safely;
- Cleaning supplies and other hazardous materials are stored properly;
- Dividers, shelves, and cubbies are secured so that they cannot tip over; and
- Tables are stored in a safe manner so they will not fall on anyone.

ASP-PS 9.02

There are no observable safety hazards in the outdoor space, and equipment for active play is safe.

Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:

- The outdoor space is protected from traffic by fences or by other means;
- Program entrance and exit areas are sheltered from traffic;
- Fencing is provided when needed to ensure safety;
- Large equipment is bolted down;
- Equipment is free of rust, splinters, and loose nails or screws;
- Swings are placed out of the way of passing children and youth;
- All playground equipment is on a resilient surface (e.g., fine loose sand, wood chips, wood mulch about nine inches deep, or rubber mats);
- In summer there is shady outdoor space and access to water;
- Sidewalks are free of ice, snow, and slippery mud; and
- There is a supply of extra coats, gloves, and boots for winter.

A system is in place to keep unauthorized people from taking children from the program.

Staff know who is authorized to pick up each child.

Staff know what to do if an unauthorized person attempts to pick up a child.

ASP-PS 12: Supervision

The program ensures the safety of children and youth by providing sufficient and appropriate supervision at all times.

ASP-PS 12.01

The program implements a system that enables personnel to:

- a. know where children and youth are, and what they are doing, at all times; and
- b. protect children and youth when they move from place to place or use the restroom.

Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:

- There is appropriate supervision at all times;
- Children and youth know how to get help at all times, including situations where adults are not directly supervising;
- Devices such as intercoms, two-way radios, and cordless phones are used to make communication possible between different areas within the program;
- A system is in place to allow personnel to know which children and youth are in the bathroom and how long they have been there (e.g., children may put a clothespin by their name and set an egg timer);
- Access is monitored and personnel respond when strangers enter the program (e.g., personnel install a lock or buzzer on doors);
- Personnel move around an area so they can see all the children and youth they are supervising;
- Personnel position themselves in a way that allows them to watch as many children and youth as possible;
- Personnel know where children and youth are during transitions (e.g., moving from outdoors to indoors, room to room, and using rest rooms);
- If children and youth have permission to be out of sight, personnel know where they are and will check on them at regular intervals;
- Personnel have a system for knowing where children and youth are as they move from room to room, or from inside to outside;
- A plan is in place for handling missing or lost children and youth;
- The program has a policy that allows older children and youth more independence

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| | <p>that is worked out with children and youth, their families, and personnel;</p> <ul style="list-style-type: none"> • Personnel vary the level of supervision to match the needs of individuals and groups; • Personnel take children’s and youths’ temperaments and developmental stages into account in setting the level of supervision; • Personnel respect older children’s and youths’ need for independence; and • Access to restrooms is restricted to prevent public use. <p>ASP-PS 12.04</p> <p>The program ensures safety during arrivals and dismissals by:</p> <ol style="list-style-type: none"> a. working with parents or other appropriate family members; b. noting when children and youth arrive, when they leave, and with whom they leave; c. developing a system to keep unauthorized people from taking children and youth from the program; and d. establishing protocols for families or schools to contact the program if children and youth will be arriving late, leaving early, or absent. <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Personnel know who is allowed to pick up each child or youth; • Personnel know what to do if an unauthorized person attempts to pick up a child or youth; • A system is in place for monitoring the location and arrival time of children and youth who participate in outside activities such as clubs, music lessons, and sports; • Access is monitored and personnel respond when strangers enter the program (e.g., personnel install a lock or buzzer on doors); • Personnel use a checklist or other system to make note of absentees and late arrivals; • A system is in place to inform personnel that a child or youth is leaving; • Personnel will permit only authorized people to pick up a child or youth; • Personnel are watchful of traffic risks during drop-off and pick-up times; • Personnel know when children and youth are supposed to arrive; • Personnel have a quick system to check on late arrivals or absences; • When questions arise, personnel contact the school or a responsible adult listed on emergency forms; • Children and youth depart according to the written instructions of their families |
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| | <p>(e.g., who is allowed to pick up a child or youth, whether a child or youth can walk home, etc.); and</p> <ul style="list-style-type: none"> • Personnel keep written records to show who picked up a child or youth. |
| <p>17. The program provides an environment that protects and enhances the health of children and youth.</p> <p>The indoor and outdoor facilities are clean. Floors, walls, and sinks are clean. Bad odors do not linger. Bathrooms are cleaned daily. Food service areas are disinfected after each use.</p> <p>There are no observable health hazards in the indoor or outdoor space. Children do not have unsupervised access to medicine, poisons, or cleaning agents such as bleach. Air quality in and around the facility is acceptable. Tap water is safe for drinking. Windows are secured.</p> <p>There are adequate supplies and facilities for handwashing. Signs or pictures are posted at each sink to show proper handwashing techniques. Soap dispensers are filled regularly. Towels are not shared.</p> <p>The heat, ventilation, noise level, and light in the indoor space are comfortable. Floor or table lamps are used when needed. The temperature can be turned up or down. Rugs and ceiling tiles are used to help absorb noise.</p> | <p>ASP-PS 8: Health and Nutrition The program protects and enhances the health of children and youth.</p> <p>ASP-PS 8.03 The indoor and outdoor facilities are clean.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Floors, walls, and sinks are clean; • Someone makes sure that surfaces are washed and sanitized; • Food service areas are disinfected after each use; • Bad odors do not linger; • Bathrooms are cleaned daily; • Access to restrooms is restricted to prevent public use; • Toilets are not overflowing; and • Basements are not flooded. <p>ASP-PS 8.04 There are adequate supplies and facilities for hand washing, and personnel and children wash hands frequently, especially before preparing food or after using the toilet.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Soap dispensers are filled regularly; • Towels are not shared; • Signs or pictures are posted at each sink to show proper hand washing techniques; and • Personnel, children, and youth wash hands frequently, with soap and water. <p>ASP-PS 8.05 The temperature, ventilation, noise level, and light in the indoor space are comfortable.</p> |

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| | <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Air quality in and around the facility is acceptable; • Heating systems are functional; • Floor or table lamps are used when needed; • The temperature can be turned up or down; and • Rugs and ceiling tiles are used to help absorb noise. <p>ASP-PS 9: Safety The program ensures the safety of children, youth, and personnel on its premises.</p> <p>ASP-PS 9.01 There are no observable safety hazards in the indoor program space.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Electrical cords, heating pipes, and sharp-edged objects are covered and secured; • All stairs and climbing structures have railings; • The floor is free of dangerous clutter and spills; • The area is free of glass and other unsafe litter; • Windows are secured; • Floor coverings are secured (i.e., there are no loose rugs); • There are no walk-in freezers or refrigerators that do not open from the inside; • Water temperatures are appropriate, not harmful; • There are no unscreened areas or unmarked glass doors; • Entrances and exits are unobstructed and well-lit; • Children and youth do not have unsupervised access to poisons or cleaning agents such as bleach; • Toxic substances are kept in a locked cabinet, out of the reach of children; • Electrical appliances and other objects (e.g., hair dryers, space heaters, radios, toys) are used safely; • Cleaning supplies and other hazardous materials are stored properly; • Dividers, shelves, and cubbies are secured so that they cannot tip over; and • Tables are stored in a safe manner so they will not fall on anyone. |
| 18. The program staff try to protect and enhance the | ASP-PS 8: Health and Nutrition |

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| <p>health of children and youth.</p> <p>Staff are responsive to the individual health needs of the children. Staff are aware of the health needs of individual children. These needs may include dietary restrictions, allergies, and medication. Staff respect the confidentiality of children’s health needs.</p> <p>Staff protect children from communicable disease by separating children who become ill during the program. There is a designated area to care for ill children. Staff follow the program’s written policy when they respond to children who become ill.</p> <p>Staff protect children from potential hazards such as the following: caustic or toxic art materials and cleaning agents, medications, and hot liquids; overexposure to heat or cold. Toxic substances are kept in a locked cabinet, out of the reach of children. There is a sign-out form for any medication to be given to children. Direction for dosage are clearly marked and understood by staff. Staff closely supervise any activities that use hot liquids or heat-producing tools (e.g. boiling water, an iron, or stove). There is a supply of extra cost, gloves, and boots for winter. In summer, there is a shady outdoor space and access to water. Students stay indoors when the weather is bad.</p> <p>Staff and children wash hands frequently, especially after using the toilet or before preparing food.</p> | <p>The program protects and enhances the health of children and youth.</p> <p>ASP-PS 8.02 Personnel are responsive to the individual health needs of children and youth. Interpretation: Relevant health needs to be aware of include, but are not limited to, dietary restrictions, allergies, and medication needs. Personnel should also take care to respect the confidentiality of the health needs of children and youth.</p> <p>ASP-PS 8.04 There are adequate supplies and facilities for hand washing, and personnel and children wash hands frequently, especially before preparing food or after using the toilet. Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Soap dispensers are filled regularly; • Towels are not shared; • Signs or pictures are posted at each sink to show proper hand washing techniques; and • Personnel, children, and youth wash hands frequently, with soap and water. <p>ASP-PS 8.06 The program minimizes the risk of exposure to contagious and infectious disease by:</p> <ol style="list-style-type: none"> a. adhering to CDC and OSHA guidelines; b. consulting with the local health department or an individual qualified to provide such information; and c. annually training program personnel on universal disease precautions. <p>Interpretation: In order to minimize the risk of contagion when children or youth become ill, personnel should separate the sick children and youth, and take proper health precautions when supervising them. Personnel should also notify the parents of sick children and youth.</p> |
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| | <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • There is a designated area to care for ill children and youth; and • Staff follow the program’s written policies and/or procedures when they respond to children and youth who become ill. <p>ASP-PS 9: Safety The program ensures the safety of children, youth, and personnel on its premises.</p> <p>ASP-PS 9.01 There are no observable safety hazards in the indoor program space.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Electrical cords, heating pipes, and sharp-edged objects are covered and secured; • All stairs and climbing structures have railings; • The floor is free of dangerous clutter and spills; • The area is free of glass and other unsafe litter; • Windows are secured; • Floor coverings are secured (i.e., there are no loose rugs); • There are no walk-in freezers or refrigerators that do not open from the inside; • Water temperatures are appropriate, not harmful; • There are no unscreened areas or unmarked glass doors; • Entrances and exits are unobstructed and well-lit; • Children and youth do not have unsupervised access to poisons or cleaning agents such as bleach; • Toxic substances are kept in a locked cabinet, out of the reach of children; • Electrical appliances and other objects (e.g., hair dryers, space heaters, radios, toys) are used safely; • Cleaning supplies and other hazardous materials are stored properly; • Dividers, shelves, and cubbies are secured so that they cannot tip over; and • Tables are stored in a safe manner so they will not fall on anyone. <p>ASP-PS 9.02 There are no observable safety hazards in the outdoor space, and equipment for active play is safe.</p> |
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| | <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • The outdoor space is protected from traffic by fences or by other means; • Program entrance and exit areas are sheltered from traffic; • Fencing is provided when needed to ensure safety; • Large equipment is bolted down; • Equipment is free of rust, splinters, and loose nails or screws; • Swings are placed out of the way of passing children and youth; • All playground equipment is on a resilient surface (e.g., fine loose sand, wood chips, wood mulch about nine inches deep, or rubber mats); • In summer there is shady outdoor space and access to water; • Sidewalks are free of ice, snow, and slippery mud; and • There is a supply of extra coats, gloves, and boots for winter. <p>ASP-PS 9.06 Personnel directly involved in medication control and administration receive training and demonstrate competence in medication control and administration, and knowledge of applicable legal requirements.</p> <p>ASP-PS 9.07 Protocols and controls governing the proper administration and storage of medication include:</p> <ol style="list-style-type: none"> a. locked, supervised storage with access limited to authorized personnel; b. labeling with the name of the child or youth, medication name, dosage, and prescribing physician name; c. appropriate disposal of out-of-date or unused medication, or medication prescribed to former persons served; d. a record of who received medications, what medications were administered, and when and by whom medications were administered; and e. protocols for the administration of over-the-counter medications. <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Personnel follow protocols when administering medication; |
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| | <ul style="list-style-type: none"> • Medication logs are maintained; • Children, youth, and unauthorized personnel do not have access to medication; • There are no out-of-date medications; and • Labels clearly indicate which child or youth a medication is for. |
| <p>19. Children and youth are carefully supervised to maintain safety.</p> <p>Staff note when children arrive, when they leave, and with whom they leave.</p> <p>Staff use a checklist or other system to make note of absentees and late arrivals. A system is in place to inform staff that a child is leaving. Staff will permit only authorized people to pick up a child at the program. Staff are watchful of traffic risks during drop-off and pick-up times.</p> <p>Staff know where the children are and what they are doing.</p> <p>Staff move around an area so they can see all the children they are supervising. Staff position themselves in a way that allows them to watch as many children as possible. Staff know where children are during transitions (e.g., moving from outdoors to indoors, room to room, and using rest rooms). If children have permission to be out of sight, staff know where they are and will check on them at regular intervals.</p> <p>Staff supervise children appropriately according to children’s ages, abilities, and needs.</p> <p>Staff give verbal and non-verbal signals to set clear limits for safety and behavior. Staff vary the level of supervision to match the needs of individuals and groups. Staff take children’s temperaments and developmental stages into account in setting the level of supervision. Staff respect older children’s need for independence.</p> | <p>ASP-PS 12: Supervision The program ensures the safety of children and youth by providing sufficient and appropriate supervision at all times.</p> <p>ASP-PS 12.01 The program implements a system that enables personnel to:</p> <ol style="list-style-type: none"> know where children and youth are, and what they are doing, at all times; and protect children and youth when they move from place to place or use the restroom. <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • There is appropriate supervision at all times; • Children and youth know how to get help at all times, including situations where adults are not directly supervising; • Devices such as intercoms, two-way radios, and cordless phones are used to make communication possible between different areas within the program; • A system is in place to allow personnel to know which children and youth are in the bathroom and how long they have been there (e.g., children may put a clothespin by their name and set an egg timer); • Access is monitored and personnel respond when strangers enter the program (e.g., personnel install a lock or buzzer on doors); • Personnel move around an area so they can see all the children and youth they are supervising; • Personnel position themselves in a way that allows them to watch as many children and youth as possible; • Personnel know where children and youth are during transitions (e.g., moving from outdoors to indoors, room to room, and using rest rooms); • If children and youth have permission to be out of sight, personnel know where they are and will check on them at regular intervals; • Personnel have a system for knowing where children and youth are as they move |

Staff closely supervise activities that are potentially harmful.

Staff work with small, manageable groups when activities involve dangerous equipment (e.g., using carpentry tools, cooking, leatherworking). Staff closely watch children who are on climbing equipment. Staff watch out for traffic hazards when children are outdoors.

from room to room, or from inside to outside;

- A plan is in place for handling missing or lost children and youth;
- The program has a policy that allows older children and youth more independence that is worked out with children and youth, their families, and personnel;
- Personnel vary the level of supervision to match the needs of individuals and groups;
- Personnel take children's and youths' temperaments and developmental stages into account in setting the level of supervision;
- Personnel respect older children's and youths' need for independence; and
- Access to restrooms is restricted to prevent public use.

ASP-PS 12.03

Personnel plan for and provide different levels of supervision according to:

- a. the type, complexity, and level of risk or difficulty of activities; and
- b. the ages, abilities, developmental levels, and needs of children and youth.

Interpretation: Ratios and group sizes may vary based on the characteristics of children, youth, and activities, but group sizes should not typically exceed 30.

Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:

- Personnel work with small, manageable groups when activities involve dangerous equipment (e.g., using carpentry tools, cooking, leatherworking);
- Personnel closely watch children and youth who are on climbing equipment;
- Personnel watch out for traffic hazards when children are outdoors;
- A written plan is in place for providing increased supervision for certain activities (e.g., carpentry, cooking, swimming, biking, sledding, ice skating, rollerblading, etc.);
- Personnel who supervise potentially risky or harmful activities receive specialized training, as determined by industry safety standards;
- Extra adults are present on field trips that are difficult to supervise (e.g., trips to amusement parks, beaches, ski areas, campgrounds, etc.);
- Staff closely supervise any activities that use hot liquids or heat producing tools;
- There are specific procedures for higher risk activities (e.g., swimming, gymnastics);
- Ratios of personnel to children and youth are higher when children and youth are learning a new or difficult skill;
- Ratios of personnel to children and youth are higher when projects involve potentially dangerous equipment (e.g., cooking or carpentry);
- Group sizes are smaller when children are learning a new or difficult skill;

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| | <ul style="list-style-type: none"> • Group sizes are smaller when projects involve potentially dangerous equipment (e.g., cooking or carpentry); • Group sizes tend to be larger with sports, art activities, reading, or quiet board games; • Group sizes may exceed 30 for activities such as outdoor play, performances, or assemblies, as long as adequate supervision is provided; • Ratios of personnel to children and youth in the program are high enough to ensure that personnel have time to talk with individual children and youth, and help them be successful in activities; and • Ratios and group sizes permit personnel to promote positive interactions. <p>ASP-PS 12.04</p> <p>The program ensures safety during arrivals and dismissals by:</p> <ol style="list-style-type: none"> a. working with parents or other appropriate family members; b. noting when children and youth arrive, when they leave, and with whom they leave; c. developing a system to keep unauthorized people from taking children and youth from the program; and d. establishing protocols for families or schools to contact the program if children and youth will be arriving late, leaving early, or absent. <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Personnel know who is allowed to pick up each child or youth; • Personnel know what to do if an unauthorized person attempts to pick up a child or youth; • A system is in place for monitoring the location and arrival time of children and youth who participate in outside activities such as clubs, music lessons, and sports; • Access is monitored and personnel respond when strangers enter the program (e.g., personnel install a lock or buzzer on doors); • Personnel use a checklist or other system to make note of absentees and late arrivals; • A system is in place to inform personnel that a child or youth is leaving; • Personnel will permit only authorized people to pick up a child or youth; • Personnel are watchful of traffic risks during drop-off and pick-up times; • Personnel know when children and youth are supposed to arrive; |
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| | <ul style="list-style-type: none"> • Personnel have a quick system to check on late arrivals or absences; • When questions arise, personnel contact the school or a responsible adult listed on emergency forms; • Children and youth depart according to the written instructions of their families (e.g., who is allowed to pick up a child or youth, whether a child or youth can walk home, etc.); and • Personnel keep written records to show who picked up a child or youth. |
| <p>20. The program serves foods and drinks that meet the needs of children and youth.</p> <p>The program serves healthy foods. Foods high in fats, salts, and sugars are limited. Staff serve fruit juice and milk instead of fruit drinks and soda. A balance of fruits, vegetables, grains, and proteins is served. Snacks include healthy foods from various cultures.</p> <p>Drinking water is readily available at all times. Water from sinks and bubblers has been tested for quality. Filtered water is available at sites where the water quality is poor. Drinking water is carried along on off-site visits and field trips. Staff allow more time for children to drink water in hot weather.</p> <p>The amount and type of food offered is appropriate for the ages and sizes of children. The program offers serving sizes appropriate for children’s ages and sizes. The program offers food to children who forget or bring only “junk food” from home. Staff support children’s need to self-regulate the amount they eat. Most of the food put out at snack time gets eaten. Children do not complain a lot about disliking the food. They don’t claim to be tired of having the same foods all the time. Options are provided for children with special dietary concerns (e.g., Kosher, vegetarian, and diabetic children).</p> | <p>ASP-PS 8: Health and Nutrition The program protects and enhances the health of children and youth.</p> <p>ASP-PS 8.01 The program meets the nutritional needs of children and youth by:</p> <ol style="list-style-type: none"> a. making drinking water readily available at all times; b. serving healthful foods; c. offering amounts and types of food that are appropriate for the age and size of children and youth; and d. providing snacks and meals at appropriate times. <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Water from sinks and fountains has been tested for quality and is safe for drinking; • Filtered water is available at sites where the water quality is poor; • Drinking water is carried along on off-site visits and field trips; • Personnel allow more time for children to drink water in hot weather; • Clean drinking water is available indoors and outdoors; • Foods high in fats, salts, and sugars are limited; • Personnel serve milk and fruit juice instead of soda and fruit drinks; • A balance of fruits, vegetables, grains, and proteins is served; • The program offers serving sizes appropriate for the ages and sizes of children and youth; • Personnel support children’s and youth’s need to self-regulate the amount they eat; • Most of the food put out at snack time gets eaten; • Options are provided for children and youth with special dietary concerns (e.g., allergies, vegetarian, diabetic, gluten-free, Kosher); • Snacks are available for children and youth when they arrive at the program; • Children and youth have enough time to eat without rushing; |

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| <p>Snacks and meals are timed appropriately for children. Snacks are available for children when they arrive at the program. Children have enough time to eat without rushing. The timing is flexible enough to meet the needs of individuals. All children are notified before snacks are put away.</p> | <ul style="list-style-type: none"> • The timing of snacks is flexible enough to meet the needs of individuals; • Children and youth are notified before snacks are put away; • Children and youth do not complain a lot about disliking the food; • Children and youth do not claim to be tired of having the same foods all the time; and • Food from a range of cultures is served for snacks and meals, and the program is sensitive to the culture of children in the program when deciding what foods to serve. |
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| <p>21. Staff/child ratios and group sizes permit the staff to meet the needs of children and youth.</p> <p>Staff/child ratios vary according to the ages and abilities of children. The ratio is between 1:10 and 1:15 for groups of children age six and older. The ratio is between 1:8 and 1:12 for groups that include children under age six.</p> <p>Kindergarten groups tend to have more staff than older multi-age groups. Ratios are sometimes lower when staff are working with children with special needs. In groups where more adults are present, the children receive additional guidance and support. The adults are able to be more responsive, and can nurture relationships between children and staff. Volunteers are not included in the staff/child ratios unless they meet staff qualifications and regularly take part in the program.</p> <p>Staff/child ratios and group sizes vary according to the type and complexity of the activity, but group sizes do not exceed 30.</p> <p>Ratios and group sizes are smaller when children are learning a new or difficult skill. This is also true for projects that use potentially dangerous equipments (e.g., cooking or carpentry). Group sizes tend to be larger with sports, art activities, reading, or quiet</p> | <p>ASP-PS 12: Supervision The program ensures the safety of children and youth by providing sufficient and appropriate supervision at all times.</p> <p>ASP-PS 12.02 The ratio of personnel to children and youth in the program is based on the ages and abilities of children and youth in the program, and is:</p> <ol style="list-style-type: none"> a. between 1:10 and 1:15 when children and youth are age six and older; and b. between 1:8 and 1:12 when the program includes children are under age six. <p>Interpretation: Appropriate ratios can help to ensure that there are enough personnel to maintain safety and create an environment where children and youth can feel emotionally secure. It may be appropriate for programs to have more personnel, and higher ratios of personnel to children and youth, when they work with children and youth with special needs, or with groups that consist entirely of kindergarteners.</p> <p>Note: This standard is intended to address the ratio of personnel to children and youth in the program as a whole, rather than for a particular room or group of children. In other words, a program with 60 children over the age of six would need at least four staff members to meet the specified ratio. However, the program would not need to demonstrate that there was at least one adult present in every group of 15 children and youth. For example, while one adult might be supervising a group of 17 youth doing line dancing, another adult might be helping a group of 9 youth with their homework. Volunteers should not be included in the program ratio unless they meet personnel qualifications and regularly take part in the program.</p> |

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| <p>board games. The ratios are low enough so that staff have time to talk with individual children and help them be successful in activities.</p> <p>There is a plan to provide adequate staff coverage in case of emergencies.</p> <p>A child in need of medical care is always accompanied by a staff members. During such emergencies, a suitable number of adults are on hand to remain with the other children. If a staff member becomes ill during program time, there are still enough staff to care for the children. If one staff member is sufficient to meet child-to-staff ratios, a second adult is on hand to assist in case emergencies occur.</p> <p>Substitute staff are used to maintain ratios when regular staff are absent.</p> <p>The program keeps an up-to-date list of adults who are qualified to serve as substitutes. The responsibilities and procedures for substitutes are defined and carried out. Substitutes are evaluated by staff and directors.</p> | <p>ASP-PS 12.03</p> <p>Personnel plan for and provide different levels of supervision according to:</p> <ol style="list-style-type: none"> the type, complexity, and level of risk or difficulty of activities; and the ages, abilities, developmental levels, and needs of children and youth. <p>Interpretation: Ratios and group sizes may vary based on the characteristics of children, youth, and activities, but group sizes should not typically exceed 30.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> Personnel work with small, manageable groups when activities involve dangerous equipment (e.g., using carpentry tools, cooking, leatherworking); Personnel closely watch children and youth who are on climbing equipment; Personnel watch out for traffic hazards when children are outdoors; A written plan is in place for providing increased supervision for certain activities (e.g., carpentry, cooking, swimming, biking, sledding, ice skating, rollerblading, etc.); Personnel who supervise potentially risky or harmful activities receive specialized training, as determined by industry safety standards; Extra adults are present on field trips that are difficult to supervise (e.g., trips to amusement parks, beaches, ski areas, campgrounds, etc.); Staff closely supervise any activities that use hot liquids or heat producing tools; There are specific procedures for higher risk activities (e.g., swimming, gymnastics); Ratios of personnel to children and youth are higher when children and youth are learning a new or difficult skill; Ratios of personnel to children and youth are higher when projects involve potentially dangerous equipment (e.g., cooking or carpentry); Group sizes are smaller when children are learning a new or difficult skill; Group sizes are smaller when projects involve potentially dangerous equipment (e.g., cooking or carpentry); Group sizes tend to be larger with sports, art activities, reading, or quiet board games; Group sizes may exceed 30 for activities such as outdoor play, performances, or assemblies, as long as adequate supervision is provided; Ratios of personnel to children and youth in the program are high enough to ensure that personnel have time to talk with individual children and youth, and help them be successful in activities; and Ratios and group sizes permit personnel to promote positive interactions. |
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| | <p>ASP-PS 12.05 There is a plan to provide adequate staff coverage:</p> <ol style="list-style-type: none"> a. when regular personnel are absent; and b. in case of emergency. <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • A child or youth in need of medical care is always accompanied by a staff member; • During such emergencies, a suitable number of adults are on hand to remain with the other children and youth; • If a staff member becomes ill during the program time, there are still enough personnel to care for children and youth; • If one staff member is sufficient to meet the required ratios of personnel to children and youth, a second adult is on hand to assist in case emergencies occur; • The program keeps an up-to-date list of adults who are qualified to serve as substitutes; • The responsibilities and procedures for substitutes are defined and carried out; and • Substitutes are evaluated by personnel and directors. |
| <p>22. Children and youth are supervised at all times.</p> <p>Children’s arrivals are supervised. Staff know when children are expected to arrive. Staff have a quick system to check on late arrivals or absences. When questions arise, staff contact the school or a responsible adult listed on emergency forms. Staff do not rely on children to report or confirm other children’s absences.</p> <p>Children’s departures are supervised. Children depart according to the written instructions of the families (e.g., who is allowed to pick up a child, whether a child can walk home, etc.). Staff keep written records to show who picked up a child.</p> <p>Staff have a system for knowing where the children are</p> | <p>ASP-PS 12: Supervision The program ensures the safety of children and youth by providing sufficient and appropriate supervision at all times.</p> <p>ASP-PS 12.01 The program implements a system that enables personnel to:</p> <ol style="list-style-type: none"> a. know where children and youth are, and what they are doing, at all times; and b. protect children and youth when they move from place to place or use the restroom. <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • There is appropriate supervision at all times; • Children and youth know how to get help at all times, including situations where adults are not directly supervising; • Devices such as intercoms, two-way radios, and cordless phones are used to make |

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| <p>at all times.</p> <p>Staff have a system for knowing where the children are as they move from room to room, or from inside to outside. A plan is in place for handling missing or lost children. The program has a policy that allows older children more independence. The policy is worked out with the children, their families, and the staff.</p> <p>Staff plan for different levels of supervision according to the level or risk involved in an activity.</p> <p>A written plan is in place for providing increased supervision for certain activities (e.g., carpentry, cooking, swimming, biking, sledding, ice skating, rollerblading, etc.). Staff who supervise these activities receive specialized training, as determined by industry safety standards. Extra adults are present on field trips that are difficult to supervise (e.g., trips to amusement parks, beaches, ski areas, campground, etc.).</p> | <p>communication possible between different areas within the program;</p> <ul style="list-style-type: none"> • A system is in place to allow personnel to know which children and youth are in the bathroom and how long they have been there (e.g., children may put a clothespin by their name and set an egg timer); • Access is monitored and personnel respond when strangers enter the program (e.g., personnel install a lock or buzzer on doors); • Personnel move around an area so they can see all the children and youth they are supervising; • Personnel position themselves in a way that allows them to watch as many children and youth as possible; • Personnel know where children and youth are during transitions (e.g., moving from outdoors to indoors, room to room, and using rest rooms); • If children and youth have permission to be out of sight, personnel know where they are and will check on them at regular intervals; • Personnel have a system for knowing where children and youth are as they move from room to room, or from inside to outside; • A plan is in place for handling missing or lost children and youth; • The program has a policy that allows older children and youth more independence that is worked out with children and youth, their families, and personnel; • Personnel vary the level of supervision to match the needs of individuals and groups; • Personnel take children's and youths' temperaments and developmental stages into account in setting the level of supervision; • Personnel respect older children's and youths' need for independence; and • Access to restrooms is restricted to prevent public use. <p>ASP-PS 12.03</p> <p>Personnel plan for and provide different levels of supervision according to:</p> <ol style="list-style-type: none"> a. the type, complexity, and level of risk or difficulty of activities; and b. the ages, abilities, developmental levels, and needs of children and youth. <p>Interpretation: Ratios and group sizes may vary based on the characteristics of children, youth, and activities, but group sizes should not typically exceed 30.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Personnel work with small, manageable groups when activities involve dangerous equipment (e.g., using carpentry tools, cooking, leatherworking); |
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| | <ul style="list-style-type: none"> • Personnel closely watch children and youth who are on climbing equipment; • Personnel watch out for traffic hazards when children are outdoors; • A written plan is in place for providing increased supervision for certain activities (e.g., carpentry, cooking, swimming, biking, sledding, ice skating, rollerblading, etc.); • Personnel who supervise potentially risky or harmful activities receive specialized training, as determined by industry safety standards; • Extra adults are present on field trips that are difficult to supervise (e.g., trips to amusement parks, beaches, ski areas, campgrounds, etc.); • Staff closely supervise any activities that use hot liquids or heat producing tools; • There are specific procedures for higher risk activities (e.g., swimming, gymnastics); • Ratios of personnel to children and youth are higher when children and youth are learning a new or difficult skill; • Ratios of personnel to children and youth are higher when projects involve potentially dangerous equipment (e.g., cooking or carpentry); • Group sizes are smaller when children are learning a new or difficult skill; • Group sizes are smaller when projects involve potentially dangerous equipment (e.g., cooking or carpentry); • Group sizes tend to be larger with sports, art activities, reading, or quiet board games; • Group sizes may exceed 30 for activities such as outdoor play, performances, or assemblies, as long as adequate supervision is provided; • Ratios of personnel to children and youth in the program are high enough to ensure that personnel have time to talk with individual children and youth, and help them be successful in activities; and • Ratios and group sizes permit personnel to promote positive interactions. <p>ASP-PS 12.04</p> <p>The program ensures safety during arrivals and dismissals by:</p> <ol style="list-style-type: none"> a. working with parents or other appropriate family members; b. noting when children and youth arrive, when they leave, and with whom they leave; c. developing a system to keep unauthorized people from taking children and youth from the program; and d. establishing protocols for families or schools to contact the program if children and youth will be arriving late, leaving early, or absent. |
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| | <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Personnel know who is allowed to pick up each child or youth; • Personnel know what to do if an unauthorized person attempts to pick up a child or youth; • A system is in place for monitoring the location and arrival time of children and youth who participate in outside activities such as clubs, music lessons, and sports; • Access is monitored and personnel respond when strangers enter the program (e.g., personnel install a lock or buzzer on doors); • Personnel use a checklist or other system to make note of absentees and late arrivals; • A system is in place to inform personnel that a child or youth is leaving; • Personnel will permit only authorized people to pick up a child or youth; • Personnel are watchful of traffic risks during drop-off and pick-up times; • Personnel know when children and youth are supposed to arrive; • Personnel have a quick system to check on late arrivals or absences; • When questions arise, personnel contact the school or a responsible adult listed on emergency forms; • Children and youth depart according to the written instructions of their families (e.g., who is allowed to pick up a child or youth, whether a child or youth can walk home, etc.); and • Personnel keep written records to show who picked up a child or youth. |
| <p>23. Staff support families’ involvement in the program.</p> <p>There is a policy that allows family members to visit any time throughout the day.</p> <p style="padding-left: 40px;">Staff welcome families to the program whenever they visit. When possible, staff interact with visiting family members. Staff use newsletters and phone calls to remind parents that they are welcome to “drop in.”</p> <p>Staff offer orientation sessions for new families.</p> <p style="padding-left: 40px;">Staff set aside time to tell new families all about the program. When a child moves into a different part of the program (e.g., the summer program or a special program for youth), staff meet with families to discuss the change. Whenever possible, staff offer</p> | <p>ASP-PS 10: Family Connections</p> <p>Connections with families increase the ability of the program to support children and youth.</p> <p>ASP-PS 10.02</p> <p>Personnel support families’ involvement in the program by:</p> <ol style="list-style-type: none"> a. offering orientation sessions for the families of new program participants; b. developing and distributing a handbook for families; c. keeping families informed about program activities and events; d. allowing family members to visit during operating hours; and e. encouraging families to give input and become appropriately involved with the program. <p>Interpretation: Appropriate family involvement may vary based upon the</p> |

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| <p>orientation sessions in the home language of the families. Each family gets a copy of written policies, including the program’s hours of operation, fees, subsidies, illness policy, etc. This document also states the program’s mission and philosophy. Written material is translated for families who do not speak or read the majority language. As much as possible, pictographs are used to convey written information to non-readers. Adult interpreters are available when needed.</p> <p>Staff keep families informed about the program. Staff send home notices and newsletters about program activities and events. Whenever possible, this information is written in the family’s home language. Staff follow up written notices with phone calls or personal contact. There is a bulletin board that displays information for parents. Notices are written in the languages of the families in the program.</p> <p>Staff encourage families to give input and to get involved in program events. Staff ask families to comment on the program via notes, surveys, and parent meetings. The program’s advisory board includes a number of parents. Staff urge families to share their skills, hobbies, or family traditions. Staff invite family members to special events (e.g., plays, field trips, and picnics). Staff respect different cultural styles and try a variety of ways to involve families (e.g., meetings are held in the home language of the families.). The program may arrange transportation for special events and meetings.</p> | <p>characteristics of program participants. For example, while programs serving younger children may encourage family members to participate in daily activities, it may be more appropriate for programs serving older youth to involve family members by seeking their collaboration on an ongoing basis and inviting them to recognition ceremonies or milestone events. Although family involvement may sometimes be difficult to achieve, at a minimum family members should have opportunities and be encouraged to become involved with the program.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Personnel welcome families to the program whenever they visit; • When possible, personnel interact with visiting family members; • Personnel use newsletters and phone calls to remind family members that they are welcome to drop in; • Personnel set aside time to tell new families all about the program; • When a child or youth moves into a different part of the program (e.g., the summer program or a specialized program), personnel meet with families to discuss the change; • Each family gets a copy of written policies, including the program’s hours of operation, fees, subsidies, illness policy, etc.; • Personnel send home notices and newsletters about program activities and events; • Personnel follow up written notices with phone calls or personal contact; • There is a bulletin board that displays information for families; • Personnel ask families to comment on the program via notes, surveys, and meetings; • The program’s advisory group includes a number of parents; • Personnel urge families to share their skills, hobbies, or family traditions; • Personnel invite family members to special events (e.g., plays, field trips, picnics); • Personnel respect different cultural styles and try a variety of ways to involve families; • The program arranges transportation for special events and meetings; and • The program asks families what hours and days they need care for their children, and makes a reasonable effort to provide care when families need it. <p>ASP-PS 13: Protecting the Rights of Children and Youth and their Families The rights and privacy of children and youth, and their family members, are respected.</p> |
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ASP-PS 13.03

The program accommodates written and oral communication needs of children, youth, and their families by:

- a. communicating, in writing and orally, in the languages of the major population groups served;
- b. providing, or arranging for, bilingual personnel or translators or arranging for the use of communication technology, as needed;
- c. providing telephone amplification, sign language services, or other communication methods for deaf or hearing impaired persons, to the extent possible;
- d. providing, or arranging for, communication assistance for persons with special needs who have difficulty making their needs known; and
- e. considering the person's literacy level.

Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:

- Personnel reflect the cultures and languages of children and youth in the program;
- Whenever possible personnel speak with families in their home language;
- Personnel ask translators to help communicate with families during individual and large-group meetings;
- Personnel avoid using children and youth as translators, if possible;
- Personnel provide information written in the family's home language and literacy level; and
- Whenever possible, personnel offer orientation sessions in the home language of the families;
- Written material is translated for families who do not speak or read the majority language;
- Pictographs are used to convey written information to non-readers, to the extent possible;
- Adult interpreters are available when needed;
- Whenever possible, information for families is written in the family's home language;
- Notices and signs are written in the languages of the families in the program;
- Meetings are held in the home language of the families; and
- The program makes provisions for families who do not speak or read the majority language.

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| <p>24. Staff, families, and schools share important information to support the well-being of children and youth.</p> <p>Program policies require that staff and family members communicate about the child’s well-being.</p> <p>Parents or guardians answer questions about a child’s background and history. Families keep staff informed of any major changes at home or at school. Staff inform families in writing about injuries, accidents, illnesses, etc. Staff are happy to speak with parents or guardians about their children’s experiences in the program. The program makes provisions for families who do not speak or read the majority language.</p> <p>Staff, families, and schools work together as a team to set goals for each child; they work with outside specialists when necessary.</p> <p>Staff and families meet to discuss a child’s behavior, health, friendships, accomplishments, etc. When a child is known to have special needs, staff meet with teachers, families, and outside experts. Staff make an effort to support the goals set by a child’s Special Education Team. Staff work closely with other adults to provide consistency for children with behavior issues. Staff consult specialists to learn how best to help children with diverse physical abilities and disabilities. Staff seek advice from doctors and nurses about medical issues.</p> <p>Staff and families share information about how to support children’s development.</p> <p>Staff and families discuss any concerns about a child’s development. Children are often included in these discussions. The program arranges for experts to speak on a variety of topics (e.g., nutrition, child</p> | <p>ASP-PS 10: Family Connections Connections with families increase the ability of the program to support children and youth.</p> <p>ASP-PS 10.03 Personnel and family members share information to support the well-being of children and youth, and families are provided with information about resources and services that can help meet their needs, when appropriate.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Parents or guardians answer questions about a child’s or youth’s background and history; • Families keep personnel informed of any major changes at home or at school; • Personnel inform families in writing about injuries, accidents, illnesses, etc.; • Personnel are happy to speak with parents or guardians about their children’s experiences in the program; • Personnel and families meet to discuss children’s and youths’ behavior, health, friendships, accomplishments, etc.; • Personnel and families discuss any concerns about a child’s or youth’s development, and children and youth are often included in these discussions; • The program arranges for experts to speak on a variety of topics (e.g., nutrition, child development, conflict resolution, etc.) and families are invited to attend these sessions; • Personnel help parents form groups to discuss topics of interest to families; • Personnel and families meet to define policies for handling sensitive topics (e.g., violence, racism, sexuality, substance use, etc.); • Personnel inform families about available opportunities and resources (e.g., childcare subsidies, medical, counseling, and career services); • Bulletin boards and newsletters contain information about upcoming community events (e.g., free dental screenings, fire-prevention seminars, and parenting classes); and • When needed, personnel are able to refer families to local agencies (e.g., health clinics, food programs, counseling services, language classes, crisis intervention, etc.). |
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development, conflict resolution, etc.). Families are invited to attend these sessions. Staff help parents form groups to discuss topics of interest to families. Staff and families meet to define policies for handling sensitive topics (e.g., violence, racism, sexuality, substance abuse, etc.). Staff maintain a parent library of relevant books and articles. Staff inform families about timely opportunities (e.g., childcare subsidies, medical, counseling, and career services).

Staff and families join together to communicate and work with the schools.

Staff keep informed about special school projects and events. Staff encourage children to be motivated and successful in school. Staff help with homework and value children's academic efforts. Staff are eager to talk with teachers about ways to help children achieve. Staff meet with families and school personnel in order to help the school gain a sense of the whole child.

ASP-PS 11: Community Involvement and Partnerships

Connections with community members, organizations, and institutions increase the ability of the program and community to support and engage children and youth.

ASP-PS 11.04

Programs that are designed to work with schools collaborate with school personnel to:

- a. develop program activities that are aligned with and complement the school curricula;
- b. obtain needed resources;
- c. address the needs, issues, and progress of children and youth; and
- d. facilitate communication between families and schools.

Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:

- Personnel keep informed about special school projects and events;
- Personnel attend relevant school meetings and events;
- Personnel are eager to talk with teachers about ways to help children and youth achieve;
- Personnel encourage children and youth to be motivated and successful in school;
- Personnel value the academic efforts of children and youth;
- Personnel work closely with school personnel to ensure that the program's academic components and activities are coordinated with and will enrich school learning;
- The program has access to resources needed for academic activities, such as classrooms, libraries, computer facilities, and bulletin boards;
- The program takes proper care of the facilities and other resources provided by the school;
- The program allocates sufficient time to academics, including enrichment activities, homework help, and tutoring;
- The program seeks input from school personnel about the impact the program has on children and youth;
- The program keeps the school informed about important program issues and decisions;
- Personnel reach out to and communicate with school personnel to monitor the academic and behavioral needs and progress of children and youth;

- The program communicates appropriate information about children, youth, and families to the school;
- The program is responsive to the suggestions and concerns of school personnel; and
- Personnel meet with school personnel and families in order to help the school gain a sense of the whole child or youth.

ASP-PS 13: Protecting the Rights of Children and Youth and their Families
The rights and privacy of children and youth, and their family members, are respected.

ASP-PS 13.07

The program enrolls children and youth with special needs, and makes reasonable accommodations to help them fully participate in the program.

Interpretation: As referenced in the Glossary, children and youth may have special needs that are related to physical, behavioral, medical, emotional, or cognitive conditions. Accordingly, appropriate program responses will vary based on the needs presented. For example, it might be necessary to develop a behavior plan, train personnel to meet medical needs, or adapt program space to permit wheelchair access.

Programs should ensure that they comply with all applicable federal, state, and local laws and regulations, such as the Americans with Disabilities Act (ADA). The goal of the ADA is not to put strain on after school programs, but rather to encourage programs to “make reasonable accommodations” to integrate individuals with disabilities into the program to the degree possible. Accordingly, reasonable accommodations should be made before a program decides that a particular child or youth is not appropriate for the program.

Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:

- Personnel are knowledgeable about the ADA;
- Personnel are guided by the ADA in making decisions about serving children and youth with special needs;
- Personnel meet with families to address the needs of children and youth;
- Personnel make an effort to support goals set by Special Education Teams or included in Individualized Education Plans;

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| | <ul style="list-style-type: none"> • Personnel work closely together to provide consistency for children with behavior issues; • Personnel consult specialists to learn how best to help children with special needs; • Specialists are used for certain activities, if needed; • Personnel seek advice from doctors and nurses about medical issues; • Personnel adapt program activities so they are fully accessible to participants with special needs; • Children and youth with special needs are actively and appropriately involved and engaged during most of the time they spend at the program; • The program encourages and facilitates appropriate interactions between children and youth with special needs and their peers; • Program facilities are accessible for children and youth with disabilities; • The program removes structural barriers by constructing ramps, widening doorways, removing obstructing furniture, widening toilet stalls, installing grab bars, or making other similar modifications, where such modifications are feasible; • There are enough ramped and paved areas in the outdoor space for children and youth in wheelchairs to be able to use the playground; and • The modifications made to the environment and programming enable children and youth with special needs to function more independently. |
| <p>25. The program builds links to the community.</p> <p>Staff provide information about community resources to meet the needs of children and their families.</p> <p style="padding-left: 40px;">Bulletin boards and newsletters contain information about upcoming community events (e.g., free dental screenings, fire-prevention seminars, and parenting classes). When needed, staff are able to refer families to local agencies (e.g., health clinics, food programs, counseling services, language classes, crisis intervention, etc.).</p> <p>The program develops a list of community resources. The staff draw from these resources to expand program offerings.</p> <p style="padding-left: 40px;">Staff ask families for ideas in developing resources that reflect the home language and culture.</p> | <p>ASP-PS 5: Programming and Activities Program activities provide opportunities to build skills, explore interests, experience a sense of self-efficacy and belonging, and contribute to the community.</p> <p style="padding-left: 40px;">ASP-PS 5.07 Program involvement gives children and youth opportunities to:</p> <ol style="list-style-type: none"> a. develop new skills and interests; b. make decisions and solve problems; c. assume leadership roles; d. get to know and become involved with their neighborhoods and communities; and e. gain confidence in their personal abilities. <p>ASP-PS 11: Community Involvement and Partnerships Connections with community members, organizations, and institutions increase</p> |

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| <p>Resources are well suited to the needs of children in the program (e.g., health, culture, language, learning styles, etc.). Staff use the list when planning field trips and inviting special guests.</p> <p>The staff plan activities to help children get to know the larger community.</p> <p>Children have a chance to attend outings and field trips (e.g., walking tours, parks, museums, performances, and cultural events). The program hosts visitors and special events from the community. Children have an opportunity to join local groups and teams (e.g., sports, drama, music). Children have an opportunity to meet adult coaches and mentors from the community.</p> <p>The program offers community-service options, especially for older children.</p> <p>Children are encouraged to take part in community projects (e.g., recycling, park cleanups, fund-raising events, etc.). Children are able to volunteer for projects that benefit younger children, senior citizens, children’s hospitals and local shelters. Children organize food and clothing collection for local agencies.</p> | <p>the ability of the program and community to support and engage children and youth.</p> <p>ASP-PS 11.02</p> <p>The program develops a list of community resources and organizations, and partners with them to:</p> <ol style="list-style-type: none"> expand and enhance program offerings and activities; help children and youth get to know and become involved with the community; obtain information about resources needed to meet families’ needs; and minimize barriers that could prevent eligible children and youth from enrolling or participating in the program (e.g., lack of transportation, fees-for-service, limited hours, language barriers). <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> Community resources included on the list are well suited to the needs of children in the program (e.g., health, culture, language, learning styles, etc.); Personnel use the list of community resources and organizations when planning field trips and inviting special guests; Personnel ask families for ideas in accessing resources that reflect the home language and culture; Children and youth have a chance to attend outings and field trips (e.g., walking tours, parks, museums, performances, and cultural events); The program hosts visitors from the community; Children and youth have opportunities to join local groups and teams (e.g., sports, drama, music); Children and youth have opportunities to meet adult coaches and mentors from the community; Children and youth have opportunities to participate in intergenerational activities with older adults; Children and youth are encouraged to take part in community projects (e.g., recycling, park cleanups, fund-raising events, etc.); Children and youth are able to volunteer for projects that benefit younger children, senior citizens, children’s hospitals, and local shelters; Children and youth organize food and clothing collections for local agencies; and |
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| | <ul style="list-style-type: none"> • The program accesses all possible sources of subsidy that can help make the program affordable for families; • Personnel know and maintain information about local agencies (e.g., health clinics, food programs, counseling services, language classes, crisis intervention, etc.); and • Personnel know and maintain information about upcoming community events (e.g., free dental screenings, fire-prevention seminars, parenting classes, etc.). |
| <p>26. The program’s indoor space meets the needs of staff.</p> <p>There is enough room in the indoor space for staff to plan various program activities.</p> <p>When indoor space is used for active play (e.g., dance, aerobics, or basketball) there are 75 square feet per child. There are 35 square feet per child for quiet activities such as homework, reading, or holding club meetings. There are 45 square feet per child for small group and enrichment activities such as woodworking, arts and crafts, and science experiments.</p> <p>Staff have access to adequate and convenient storage. Staff rarely have to carry heavy equipment long distances or large amounts of materials for set-up and clean-up. The amount or location of storage does not limit the activities staff can offer. Staff have a place to store personal belongings. Programs in shared space have portable equipment on wheels.</p> <p>The indoor space meets or exceeds local health and safety codes.</p> <p>The space has passed health, building, and fire inspections. To be sure codes are met, the program has arranged its own inspection of the program space by a qualified person. The indoor space is barrier free and accessible to people using wheelchairs or walkers. Someone is routinely responsible to check that entrances and exits are unobstructed and well</p> | <p>ASP-PS 6: Indoor Environment</p> <p>Program activities take place in supportive settings that promote personal growth and development.</p> <p>ASP-PS 6.02</p> <p>There is enough room in the indoor space for socializing and the activities the program offers.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Children and youth can work and play without crowding; • There is enough space so that indoor activities do not interfere with each other; • There is indoor space for active play during bad weather; • When indoor space is used for active play (e.g., dance, aerobics, or basketball) there are approximately 75 square feet per child or youth; • There are approximately 35 square feet per child or youth for quiet activities such as homework, reading, or holding club meetings; and • There are approximately 45 square feet per child or youth for small group and enrichment activities such as woodworking, arts and crafts, and science experiments. <p>ASP-PS 6.06</p> <p>There is adequate and convenient storage space for equipment, materials, and personal possessions of children, youth and personnel.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • There is a place for children and youth to store personal belongings; • Materials used frequently and works-in-progress are accessible to children, and there are other places to store bulk materials and things not currently in use; |

lit. This person also makes sure that surfaces are washed and sanitized.

Written guidelines are in place regarding the use and maintenance of the program facility.

Staff know whom to call for repairs on heating, plumbing, or telephone systems. In programs with shared space, a written policy spells out the use of space, supplies, equipment, and methods of communication. Guidelines note each group's responsibility for cleaning, maintenance, and routine costs (e.g., utilities, insurance, and repairs). Sharing of the program space does not interfere with program activities. Program plans are seldom superseded by other groups (e.g., youth groups, choir, sports teams).

- Personnel rarely have to carry heavy equipment long distances or large amounts of materials for set-up and clean-up;
- The amount or location of storage does not limit the activities personnel can offer;
- Personnel have a place to store personal belongings; and
- Programs in shared space have portable equipment on wheels.

ASP-PS 9: Safety

The program ensures the safety of children, youth, and personnel on its premises.

ASP-PS 9.01

There are no observable safety hazards in the indoor program space.

Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:

- Electrical cords, heating pipes, and sharp-edged objects are covered and secured;
- All stairs and climbing structures have railings;
- The floor is free of dangerous clutter and spills;
- The area is free of glass and other unsafe litter;
- Windows are secured;
- Floor coverings are secured (i.e., there are no loose rugs);
- There are no walk-in freezers or refrigerators that do not open from the inside;
- Water temperatures are appropriate, not harmful;
- There are no unscreened areas or unmarked glass doors;
- Entrances and exits are unobstructed and well-lit;
- Children and youth do not have unsupervised access to poisons or cleaning agents such as bleach;
- Toxic substances are kept in a locked cabinet, out of the reach of children;
- Electrical appliances and other objects (e.g., hair dryers, space heaters, radios, toys) are used safely;
- Cleaning supplies and other hazardous materials are stored properly;
- Dividers, shelves, and cubbies are secured so that they cannot tip over; and
- Tables are stored in a safe manner so they will not fall on anyone.

ASP-PS 9.05

Indoor and outdoor facilities and equipment are properly maintained through:

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| | <ul style="list-style-type: none"> a. regular inspections; b. preventive maintenance by a qualified professional; c. a monthly review of the heating, fire extinguishers, fire safety, lighting, and other systems; d. a review of vehicle safety inspections; e. installation of window guards, where necessary; and f. quick responses to emergency maintenance issues and potentially hazardous conditions. <p>Interpretation: The monthly review is typically a facility walk-through with a check list to verify that systems are functional, fire extinguishers are charged, etc. “Emergency maintenance issues” and “hazardous conditions” include, but are not limited to, the examples listed in ASP-PS 9.01 and ASP-PS 9.02.</p> <p>Some or all of the above activities may be conducted by another party, such as a school district or a landlord, if the program is a tenant or shares space with another facility (such as a school). In such instances, the program must be able to demonstrate that it monitors and documents the completion of elements (a) through (e) to provide a safe environment.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Guidelines note responsibilities for cleaning, maintenance, and routine costs (e.g., utilities, insurance, and repairs); • Personnel know whom to call for repairs on heating, plumbing, or telephone systems; • Personnel are routinely responsible for making sure the sidewalks are free of ice, snow, and slippery mud; • Personnel routinely test to be sure that large equipment is anchored and in good repair (e.g., free of rust, splinters, or loose nails and screws); • Personnel check smoke detectors and fire extinguishers every three months; • Personnel are alert to safety hazards (e.g., litter or glass, equipment that has become unbolted or rusted); • Personnel take action to correct safety hazards; • Someone is routinely responsible to check that entrances and exits are unobstructed and well-lit; and • Someone makes sure that surfaces are washed and sanitized. |
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ASP-PS 11: Community Involvement and Partnerships

Connections with community members, organizations, and institutions increase the ability of the program and community to support and engage children and youth.

ASP-PS 11.03

In an effort to help the program run smoothly, when the program is housed at a site operated by another provider (such as a school), personnel develop relationships and communicate frequently with the program host.

Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:

- A written policy spells out the use of space, supplies, equipment, and methods of communication;
- Guidelines note each group’s responsibility for cleaning, maintenance, and routine costs (e.g., utilities, insurance, and repairs);
- Program plans are seldom superseded by other groups (e.g., youth groups, choir, sports teams);
- Personnel actively reach out to the program host to promote coordination;
- Sharing the program space with others (e.g., schools, or churches) does not restrict or interfere with program activities or noise level;
- The program has access to needed facilities and resources at the host site, such as classroom space, storage space, bulletin boards, computer facilities, office space, and a library;
- The program takes proper care of the facilities and other resources provided by the host; and
- The program collaborates regularly with the host regarding use of facilities and other resources.

ASP-AM 1: Legal and Regulatory Authorization and Compliance

The program complies with applicable laws and regulations.

ASP-AM 1.02

The program meets applicable laws, regulations, guidelines, and codes, including those related to health and safety.

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| | <p>Interpretation: The program is expected to be familiar and comply with all applicable federal, state, and local requirements. When codes differ, for example state and local codes, the stricter code applies. If necessary, the program should consult legal counsel to provide necessary information and guidance.</p> <p>The program should have current documentation (e.g., inspection reports) showing that it has met applicable state and/or local health and safety codes, regulations, and guidelines. For example, the program should be prepared to provide proof that it has passed health, building, and fire inspections. In order to be sure that applicable codes, regulations, and guidelines are met, some programs may choose to arrange for their own inspection of the program space by a qualified person, or develop plans that document their efforts to remain in compliance.</p> |
| <p>27. The outdoor space is large enough to meet the needs of children, youth, and staff.</p> <p>There is enough room in the outdoor space for all program activities.</p> <p style="padding-left: 40px;">If the program does not have its own outdoor space, it has daily access to an off-site space such as a park or playground. If the program has a small space, children’s outdoor time is staggered so that children are not crowded.</p> <p>The outdoor space meets or exceeds local health and safety codes.</p> <p style="padding-left: 40px;">Clean drinking water is available outdoors. Access to restrooms is restricted to prevent public use. Fencing is provided when needed to ensure the safety of children.</p> <p>Staff use outdoor areas to provide new outdoor play experiences.</p> <p style="padding-left: 40px;">Groups take walks in the neighborhood or visit local spots for exploring nature (e.g., creeks, ponds, beaches, and forests). Staff take children on trips to a baseball field, swimming pool, or skating rink, if possible.</p> | <p>ASP-PS 7: Outdoor Environment The outdoor environment meets the needs of children and youth, and allows them to be independent and creative.</p> <p>ASP-PS 7.01 The outdoor space is suitable for a wide variety of activities.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • There is an open area where children and youth can run, jump, and play; • There is a large field area, for structured sports activities such as kickball; • There is a hard surface for basketball, rollerblading, and bike riding; • There is a protected area for quiet play and socializing; and • If the program has a small outdoor space, the time children and youth spend outdoors is staggered so that they are not crowded during outdoor activities. <p>ASP-PS 7.02 Children and youth have frequent, regular opportunities to participate in outdoor activities while at the program.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Children and youth have opportunities for unstructured outdoor recreation and play; • Children and youth have opportunities to go outdoors to participate in structured sports and other physical fitness activities; |

There is a procedure in place for regularly checking the safety and maintenance of the outdoor play space.

Someone is routinely responsible for making sure the sidewalks are free of ice, snow, and slippery mud. Someone routinely tests to be sure that large equipment is anchored and in good repair (e.g., free of rust, splinters, or loose nails and screws).

- Children and youth have a chance to be outdoors for at least 30 minutes out of every three hour block of time at the program;
- When weather permits, children and youth can go outdoors often;
- In some situations, all children and youth may go outdoors, and in other situations, outdoor time can be offered as an open-ended choice; and
- An indoor space is available for large-motor activities when the weather is bad (e.g., extreme cold, heat, or smog alert).

ASP-PS 9: Safety

The program ensures the safety of children, youth, and personnel on its premises.

ASP-PS 9.02

There are no observable safety hazards in the outdoor space, and equipment for active play is safe.

Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:

- The outdoor space is protected from traffic by fences or by other means;
- Program entrance and exit areas are sheltered from traffic;
- Fencing is provided when needed to ensure safety;
- Large equipment is bolted down;
- Equipment is free of rust, splinters, and loose nails or screws;
- Swings are placed out of the way of passing children and youth;
- All playground equipment is on a resilient surface (e.g., fine loose sand, wood chips, wood mulch about nine inches deep, or rubber mats);
- In summer there is shady outdoor space and access to water;
- Sidewalks are free of ice, snow, and slippery mud; and
- There is a supply of extra coats, gloves, and boots for winter.

ASP-PS 9.05

Indoor and outdoor facilities and equipment are properly maintained through:

- a. regular inspections;
- b. preventive maintenance by a qualified professional;
- c. a monthly review of the heating, fire extinguishers, fire safety, lighting, and other systems;

- d. a review of vehicle safety inspections;
- e. installation of window guards, where necessary; and
- f. quick responses to emergency maintenance issues and potentially hazardous conditions.

Interpretation: The monthly review is typically a facility walk-through with a check list to verify that systems are functional, fire extinguishers are charged, etc.

“Emergency maintenance issues” and “hazardous conditions” include, but are not limited to, the examples listed in ASP-PS 9.01 and ASP-PS 9.02.

Some or all of the above activities may be conducted by another party, such as a school district or a landlord, if the program is a tenant or shares space with another facility (such as a school). In such instances, the program must be able to demonstrate that it monitors and documents the completion of elements (a) through (e) to provide a safe environment.

Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:

- Guidelines note responsibilities for cleaning, maintenance, and routine costs (e.g., utilities, insurance, and repairs);
- Personnel know whom to call for repairs on heating, plumbing, or telephone systems;
- Personnel are routinely responsible for making sure the sidewalks are free of ice, snow, and slippery mud;
- Personnel routinely test to be sure that large equipment is anchored and in good repair (e.g., free of rust, splinters, or loose nails and screws);
- Personnel check smoke detectors and fire extinguishers every three months;
- Personnel are alert to safety hazards (e.g., litter or glass, equipment that has become unbolted or rusted);
- Personnel take action to correct safety hazards;
- Someone is routinely responsible to check that entrances and exits are unobstructed and well-lit; and
- Someone makes sure that surfaces are washed and sanitized.

ASP-AM 1: Legal and Regulatory Authorization and Compliance
The program complies with applicable laws and regulations.

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| | <p>ASP-AM 1.02 The program meets applicable laws, regulations, guidelines, and codes, including those related to health and safety.</p> <p>Interpretation: The program is expected to be familiar and comply with all applicable federal, state, and local requirements. When codes differ, for example state and local codes, the stricter code applies. If necessary, the program should consult legal counsel to provide necessary information and guidance.</p> <p>The program should have current documentation (e.g., inspection reports) showing that it has met applicable state and/or local health and safety codes, regulations, and guidelines. For example, the program should be prepared to provide proof that it has passed health, building, and fire inspections. In order to be sure that applicable codes, regulations, and guidelines are met, some programs may choose to arrange for their own inspection of the program space by a qualified person, or develop plans that document their efforts to remain in compliance.</p> |
| <p>28. Staff, children, and youth work together to plan and implement suitable activities, which are consistent with the program’s philosophy.</p> <p>Staff ask children to share their ideas for planning so that activities will reflect children’s interests.</p> <p>Staff regularly involve children in planning for snack, daily activities, and special events. Staff ask children to help select new materials, supplies, and equipment. Staff plan activities that reflect the cultures of children (e.g. music, dance, stories, feasts).</p> <p>The program’s daily activities are in line with its mission and philosophy.</p> <p>The schedule and activity choices allow children to participate in activities that reflect the mission and philosophy.</p> <p>Staff keep on file their records of activity planning. Written plans with clearly stated goals are available</p> | <p>ASP-PS 5: Programming and Activities Program activities provide opportunities to build skills, explore interests, experience a sense of self-efficacy and belonging, and contribute to the community.</p> <p>Note: As referenced in ASP-HR 5.04, the program should also ensure that personnel have sufficient time to plan and develop the programming and activities described in this section.</p> <p>ASP-PS 5.03 Activities reflect, support, and are suited to:</p> <ol style="list-style-type: none"> the mission and philosophy of the program; the styles, abilities, and interests of children and youth in the program; the age range of children and youth in the program; the languages and cultures of the children and youth in the program. <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> Children and youth are permitted to work at their own pace; Activities allow children and youth to work alone, in pairs, or in large and small groups; Quiet activities, such as storytelling, are adapted to include children and youth who |

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| <p>to staff and substitutes. Staff jot down notes about an activity's success so future staff can learn from past experiences. Written plans are used to assess the needs and interests of children.</p> <p>Staff plan activities that will reflect the cultures of the families in the program and the broad diversity of human experience.</p> <p>Staff regularly choose materials that reflect the language, music, stories, games, and crafts from various cultural traditions. Staff invite children and families to share recipes, songs, stories, and photos that represent their culture and experiences. Staff avoid using a "tourist" approach to studying different cultures. Multicultural activities occur throughout the year, rather than only during holidays.</p> | <p>are more active;</p> <ul style="list-style-type: none"> • Personnel adapt projects to suit different age and interest levels; • Projects for younger children can usually be completed within a week; • Projects for older children and youth may last as long as eight to ten weeks; • Physical games and sports offer varying levels of challenge to suit the players; • Personnel encourage expert children and youth to help beginners learn a new skill; • Games from different cultures are played inside and outside; • Folk tales and traditions from diverse groups provide the basis for plays, musical performances, art displays, and crafts projects; • Personnel design and plan activities that reflect the mission and philosophy of the program; • Personnel regularly choose materials that reflect the language, music, stories, games, and crafts from various cultural traditions; • Personnel invite children, youth, and families to share recipes, songs, stories, and photos that represent their culture and experiences; and • Multicultural activities occur throughout the year, rather than only during holidays. <p>ASP-PS 5.05 Personnel work with children and youth to develop, plan, and implement activities that reflect their needs and interests.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Personnel regularly involve children and youth in planning for daily activities, special events, and snacks; • Personnel ask children and youth to help select new materials, supplies, and equipment; • Personnel informally assess the needs and interests of children and youth; and • Written surveys are used to assess the needs and interests of children and youth. <p>ASP-HR 5: Positive Work Environment The program provides a positive work environment and promotes a high level of personnel satisfaction and retention.</p> <p>ASP-HR 5.04 In an effort to promote quality programming and compensate personnel for</p> |
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| | <p>their time and energy, personnel are provided with paid time to plan, organize, and set up program activities and events.</p> |
| <p>29. Program policies and procedures are in place to protect the safety of the children and youth.</p> <p>Staff and children know what to do in case of general emergency.</p> <p>Emergency procedures for exiting during a fire are posted and practiced regularly. Staff check smoke detectors and fire extinguishers every three months. Fire extinguishers are visible and accessible. Staff know how to use fire extinguishers. Staff and families know what to do in emergency situations (e.g., in case of fire, earthquake, tornado, snowstorms, etc). Staff are prepared to respond when strangers attempt to intrude or disrupt the program.</p> <p>The program has established procedures to prevent accidents and manage emergencies.</p> <p>Staff are expected to be alert to safety hazards (e.g., litter or glass, equipment that has become unbolted or rusted). Staff take action to correct safety hazards. There are specific procedures for higher risk activities (e.g., swimming, gymnastics, sledding, etc.) Staff are trained to handle incidents involving poison, burns, and other medical emergencies.</p> <p>The program has established policies to transport children safely; it complies with all legal requirements for vehicles and drivers.</p> <p>All cars, vans, buses, or taxis used for transporting children on field trips or to and from school are licensed, inspected, and maintained. All drivers of vehicles used to transport children are adequately trained and licensed. The program checks to be sure all drivers have good driving records.</p> | <p>ASP-PS 9: Safety The program ensures the safety of children, youth, and personnel on its premises.</p> <p>ASP-PS 9.03 The program develops an emergency response plan that addresses:</p> <ol style="list-style-type: none"> training personnel on how to respond in case of emergency; training children and youth on how to respond in case of emergency; coordination with emergency responders; coordination and communication with the families of children and youth; coordination with appropriate local, state, and federal governmental authorities; evacuation of persons with mobility challenges and other special needs; accounting for the whereabouts of children, youth, and personnel; and maintaining a readily accessible telephone for incoming and outgoing calls. <p>Interpretation: Emergency situations include, but are not limited to: accidents, serious illnesses, fires, medical emergencies, water emergencies, natural disasters such as earthquakes, tornadoes, or snowstorms, emergencies associated with outdoor activities, hostage situations, bomb threats, unlawful intrusions, physical assaults, and situations involving harm or violence or the threat of harm or violence.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> Emergency procedures for exiting during a fire are posted; Fire extinguishers are visible and accessible; Personnel know how to use fire extinguishers; Personnel, children, youth, and families know what to do in emergency situations; Personnel are prepared to respond when strangers attempt to intrude or disrupt the program; Written emergency numbers (e.g., for police, fire, ambulance, poison control) are posted near the phone; Emergency information about children and youth is taken on field trips; and Families are contacted immediately in case of emergency. |

A system is in place to prevent unauthorized people from taking children from the program.

Staff know who is allowed to pick up each child. Staff know what to do if an unauthorized person attempts to pick up a child.

ASP-PS 9.04

Fire drills are conducted according to legal requirements, and at least monthly.

ASP-PS 9.05

Indoor and outdoor facilities and equipment are properly maintained through:

- a. regular inspections;
- b. preventive maintenance by a qualified professional;
- c. a monthly review of the heating, fire extinguishers, fire safety, lighting, and other systems;
- d. a review of vehicle safety inspections;
- e. installation of window guards, where necessary; and
- f. quick responses to emergency maintenance issues and potentially hazardous conditions.

Interpretation: The monthly review is typically a facility walk-through with a check list to verify that systems are functional, fire extinguishers are charged, etc. "Emergency maintenance issues" and "hazardous conditions" include, but are not limited to, the examples listed in ASP-PS 9.01 and ASP-PS 9.02.

Some or all of the above activities may be conducted by another party, such as a school district or a landlord, if the program is a tenant or shares space with another facility (such as a school). In such instances, the program must be able to demonstrate that it monitors and documents the completion of elements (a) through (e) to provide a safe environment.

Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:

- Guidelines note responsibilities for cleaning, maintenance, and routine costs (e.g., utilities, insurance, and repairs);
- Personnel know whom to call for repairs on heating, plumbing, or telephone systems;
- Personnel are routinely responsible for making sure the sidewalks are free of ice, snow, and slippery mud;
- Personnel routinely test to be sure that large equipment is anchored and in good repair (e.g., free of rust, splinters, or loose nails and screws);

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| | <ul style="list-style-type: none"> • Personnel check smoke detectors and fire extinguishers every three months; • Personnel are alert to safety hazards (e.g., litter or glass, equipment that has become unbolted or rusted); • Personnel take action to correct safety hazards; • Someone is routinely responsible to check that entrances and exits are unobstructed and well-lit; and • Someone makes sure that surfaces are washed and sanitized. <p>ASP-PS 9.08 A program that transports children and youth in its vehicles or permits transportation in vehicles that belong to the program’s personnel or volunteers requires:</p> <ol style="list-style-type: none"> a. the use of age-appropriate passenger restraint systems; b. adequate passenger supervision, as mandated by statute or regulation; c. proper maintenance of vehicles; d. current registration and inspection of vehicles; e. annual validation of licenses and driving records; and f. proper insurance for vehicles and passengers. <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • All drivers of vehicles used to transport children and youth are adequately trained and licensed; • The program checks to be sure all drivers have good driving records; and • All cars, vans, buses, or taxis used for transporting children and youths are licensed, inspected, and maintained. <p>ASP-PS 9.09 The program assesses its security needs and takes any appropriate measures needed to protect the safety of all persons who are in its facilities or on its grounds.</p> <p>ASP-PS 9.10 The program is prepared to treat injuries and respond to accidents and medical emergencies by:</p> <ol style="list-style-type: none"> a. maintaining poison control information and first aid supplies and manuals; |
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- b. consulting with a health professional, as necessary, to develop procedures for such situations.

ASP-PS 9.11

The program ensures that there is at least one person certified in basic first aid and age-appropriate CPR on duty and available at any time the program is in operation.

ASP-PS 12: Supervision

The program ensures the safety of children and youth by providing sufficient and appropriate supervision at all times.

ASP-PS 12.03

Personnel plan for and provide different levels of supervision according to:

- a. the type, complexity, and level of risk or difficulty of activities; and
- b. the ages, abilities, developmental levels, and needs of children and youth.

Interpretation: Ratios and group sizes may vary based on the characteristics of children, youth, and activities, but group sizes should not typically exceed 30.

Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:

- Personnel work with small, manageable groups when activities involve dangerous equipment (e.g., using carpentry tools, cooking, leatherworking);
- Personnel closely watch children and youth who are on climbing equipment;
- Personnel watch out for traffic hazards when children are outdoors;
- A written plan is in place for providing increased supervision for certain activities (e.g., carpentry, cooking, swimming, biking, sledding, ice skating, rollerblading, etc.);
- Personnel who supervise potentially risky or harmful activities receive specialized training, as determined by industry safety standards;
- Extra adults are present on field trips that are difficult to supervise (e.g., trips to amusement parks, beaches, ski areas, campgrounds, etc.);
- Staff closely supervise any activities that use hot liquids or heat producing tools;
- There are specific procedures for higher risk activities (e.g., swimming, gymnastics);
- Ratios of personnel to children and youth are higher when children and youth are learning a new or difficult skill;

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| | <ul style="list-style-type: none"> • Ratios of personnel to children and youth are higher when projects involve potentially dangerous equipment (e.g., cooking or carpentry); • Group sizes are smaller when children are learning a new or difficult skill; • Group sizes are smaller when projects involve potentially dangerous equipment (e.g., cooking or carpentry); • Group sizes tend to be larger with sports, art activities, reading, or quiet board games; • Group sizes may exceed 30 for activities such as outdoor play, performances, or assemblies, as long as adequate supervision is provided; • Ratios of personnel to children and youth in the program are high enough to ensure that personnel have time to talk with individual children and youth, and help them be successful in activities; and • Ratios and group sizes permit personnel to promote positive interactions. <p>ASP-PS 12.04</p> <p>The program ensures safety during arrivals and dismissals by:</p> <ol style="list-style-type: none"> a. working with parents or other appropriate family members; b. noting when children and youth arrive, when they leave, and with whom they leave; c. developing a system to keep unauthorized people from taking children and youth from the program; and d. establishing protocols for families or schools to contact the program if children and youth will be arriving late, leaving early, or absent. <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Personnel know who is allowed to pick up each child or youth; • Personnel know what to do if an unauthorized person attempts to pick up a child or youth; • A system is in place for monitoring the location and arrival time of children and youth who participate in outside activities such as clubs, music lessons, and sports; • Access is monitored and personnel respond when strangers enter the program (e.g., personnel install a lock or buzzer on doors); • Personnel use a checklist or other system to make note of absentees and late arrivals; • A system is in place to inform personnel that a child or youth is leaving; |
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| | <ul style="list-style-type: none"> • Personnel will permit only authorized people to pick up a child or youth; • Personnel are watchful of traffic risks during drop-off and pick-up times; • Personnel know when children and youth are supposed to arrive; • Personnel have a quick system to check on late arrivals or absences; • When questions arise, personnel contact the school or a responsible adult listed on emergency forms; • Children and youth depart according to the written instructions of their families (e.g., who is allowed to pick up a child or youth, whether a child or youth can walk home, etc.); and • Personnel keep written records to show who picked up a child or youth. <p>ASP-HR 3: Training and Professional Development The program’s training and professional development program provides personnel with skills and information needed to perform their jobs.</p> <p>ASP-HR 3.04 Personnel are trained on how to promote the safety, health, and nutrition of children and youth, including:</p> <ol style="list-style-type: none"> a. meeting the health and nutritional needs of children and youth; b. assessing risk and safety; c. handling emergencies, including incidents involving poison, burns, and other medical emergencies; d. coordinating with medical, mental health, law enforcement, and other professionals; and e. implementing the program’s health and safety procedures. <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Personnel are trained in first aid and rescue breathing; • Personnel receive blood-borne pathogen training; • Personnel are trained in understanding the nutritional needs of school-age children and youth; and • Personnel are trained in how to prepare healthy meals and snacks under sanitary conditions. |
| <p>30. Program policies exist to protect and enhance the health of all children and youth.</p> | <p>ASP-AM 1: Legal and Regulatory Authorization and Compliance The program complies with applicable laws and regulations.</p> |

There is current documentation showing that the program has met the state and/or local health and safety guidelines and/or regulations.

The program's license is posted. Inspection reports are kept on file. Written plans document a program's efforts to remain in compliance with all local health and safety codes.

There are written policies and procedures to ensure the health and safety of children.

The program has a handbook that describes procedures for the following:

- administering medications,
- controlling communicable diseases,
- responding to sick children,
- dealing with children who have chronic health conditions such as allergies,
- protecting children from toxic materials,
- administering first aid,
- handling medical emergencies,
- responding to natural disasters,
- reporting suspected child abuse or neglect,
- dealing with inebriated parents.

No smoking is allowed in the program.

A no-smoking policy is enforced at all times. The policy applies to both the indoor and outdoor spaces, as well as field trips. The staff and parent handbooks clearly state the no-smoking policy. No smoking signs are posted. Staff cigarettes are never visible to the children.

Staff are always prepared to respond to accidents and emergencies.

A staff person trained in first aid and CPR is available

ASP-AM 1.01

The program possesses relevant licenses, if applicable, and displays documents in an area visible to the public.

ASP-AM 1.02

The program meets applicable laws, regulations, guidelines, and codes, including those related to health and safety.

Interpretation: The program is expected to be familiar and comply with all applicable federal, state, and local requirements. When codes differ, for example state and local codes, the stricter code applies. If necessary, the program should consult legal counsel to provide necessary information and guidance.

The program should have current documentation (e.g., inspection reports) showing that it has met applicable state and/or local health and safety codes, regulations, and guidelines. For example, the program should be prepared to provide proof that it has passed health, building, and fire inspections. In order to be sure that applicable codes, regulations, and guidelines are met, some programs may choose to arrange for their own inspection of the program space by a qualified person, or develop plans that document their efforts to remain in compliance.

ASP-HR 3: Training and Professional Development

The program's training and professional development program provides personnel with skills and information needed to perform their jobs.

ASP-HR 3.04

Personnel are trained on how to promote the safety, health, and nutrition of children and youth, including:

- a. meeting the health and nutritional needs of children and youth;
- b. assessing risk and safety;
- c. handling emergencies, including incidents involving poison, burns, and other medical emergencies;
- d. coordinating with medical, mental health, law enforcement, and other professionals; and
- e. implementing the program's health and safety procedures.

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| <p>at all times. During program hours, a telephone is always accessible for incoming and outgoing calls. Written emergency numbers (e.g., for police, fire, ambulance, poison control) are posted near the phone. Emergency information about the children is taken on field trips. Families are contacted immediately in case of emergency. A first-aid kit is available at all times. Staff receive blood-borne pathogen training.</p> | <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Personnel are trained in first aid and rescue breathing; • Personnel receive blood-borne pathogen training; • Personnel are trained in understanding the nutritional needs of school-age children and youth; and • Personnel are trained in how to prepare healthy meals and snacks under sanitary conditions. <p>ASP-HR 3.05 Personnel who have regular contact with children, youth, or their families receive training on mandatory reporting and the identification of indicators of suspected abuse and neglect.</p> <p>Interpretation: Personnel should be familiar with federal, state, and local laws and know how to identify, document, and report cases of suspected abuse and neglect.</p> <p>ASP-PS 8: Health and Nutrition The program protects and enhances the health of children and youth.</p> <p>ASP-PS 8.02 Personnel are responsive to the individual health needs of children and youth.</p> <p>Interpretation: Relevant health needs to be aware of include, but are not limited to, dietary restrictions, allergies, and medication needs. Personnel should also take care to respect the confidentiality of the health needs of children and youth.</p> <p>ASP-PS 8.06 The program minimizes the risk of exposure to contagious and infectious disease by:</p> <ol style="list-style-type: none"> a. adhering to CDC and OSHA guidelines; b. consulting with the local health department or an individual qualified to provide such information; and c. annually training program personnel on universal disease precautions. |
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| | <p>Interpretation: In order to minimize the risk of contagion when children or youth become ill, personnel should separate the sick children and youth, and take proper health precautions when supervising them. Personnel should also notify the parents of sick children and youth.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • There is a designated area to care for ill children and youth; and • Staff follow the program’s written policies and/or procedures when they respond to children and youth who become ill. <p>ASP-PS 8.07</p> <p>The program develops and implements a policy to prohibit smoking in all areas except in specified circumstances and in locations environmentally separate from service areas.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • A no-smoking policy is enforced at all times, and applies to both indoor and outdoor spaces, as well as field trips; • The personnel and family handbooks clearly state the no-smoking policy; • No-smoking signs are posted; and • Personnel’s cigarettes are never visible to children and youth. <p>ASP-PS 9: Safety</p> <p>The program ensures the safety of children, youth, and personnel on its premises.</p> <p>ASP-PS 9.03</p> <p>The program develops an emergency response plan that addresses:</p> <ol style="list-style-type: none"> a. training personnel on how to respond in case of emergency; b. training children and youth on how to respond in case of emergency; c. coordination with emergency responders; d. coordination and communication with the families of children and youth; e. coordination with appropriate local, state, and federal governmental authorities; |
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- f. evacuation of persons with mobility challenges and other special needs;
- g. accounting for the whereabouts of children, youth, and personnel; and
- h. maintaining a readily accessible telephone for incoming and outgoing calls.

Interpretation: Emergency situations include, but are not limited to: accidents, serious illnesses, fires, medical emergencies, water emergencies, natural disasters such as earthquakes, tornadoes, or snowstorms, emergencies associated with outdoor activities, hostage situations, bomb threats, unlawful intrusions, physical assaults, and situations involving harm or violence or the threat of harm or violence.

Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:

- Emergency procedures for exiting during a fire are posted;
- Fire extinguishers are visible and accessible;
- Personnel know how to use fire extinguishers;
- Personnel, children, youth, and families know what to do in emergency situations;
- Personnel are prepared to respond when strangers attempt to intrude or disrupt the program;
- Written emergency numbers (e.g., for police, fire, ambulance, poison control) are posted near the phone;
- Emergency information about children and youth is taken on field trips; and
- Families are contacted immediately in case of emergency.

ASP-PS 9.06

Personnel directly involved in medication control and administration receive training and demonstrate competence in medication control and administration, and knowledge of applicable legal requirements.

ASP-PS 9.07

Protocols and controls governing the proper administration and storage of medication include:

- a. locked, supervised storage with access limited to authorized personnel;
- b. labeling with the name of the child or youth, medication name, dosage, and prescribing physician name;
- c. appropriate disposal of out-of-date or unused medication, or medication prescribed to former persons served;

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| | <p>d. a record of who received medications, what medications were administered, and when and by whom medications were administered; and</p> <p>e. protocols for the administration of over-the-counter medications.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Personnel follow protocols when administering medication; • Medication logs are maintained; • Children, youth, and unauthorized personnel do not have access to medication; • There are no out-of-date medications; and • Labels clearly indicate which child or youth a medication is for. <p>ASP-PS 9.10 The program is prepared to treat injuries and respond to accidents and medical emergencies by:</p> <p>a. maintaining poison control information and first aid supplies and manuals; and</p> <p>b. consulting with a health professional, as necessary, to develop procedures for such situations.</p> <p>ASP-PS 9.11 The program ensures that there is at least one person certified in basic first aid and age-appropriate CPR on duty and available at any time the program is in operation.</p> |
| <p>31. All staff are professionally qualified to work with children and youth.</p> <p>31a Staff meet the requirements for experience with school-age children in recreational settings. <i>(See Appendix.)</i></p> <p>31b Staff have received the recommended type and amount of preparation. They meet the requirements that are specific to school-age child care and relevant to</p> | <p>ASP-HR 1: Recruitment and Selection The program recruits and hires personnel needed to oversee, plan, and operate the program.</p> <p>ASP-HR 4: Personnel Qualifications Personnel are qualified to operate the program and work with children and youth.</p> <p>ASP-HR 4.01 Program Administrators have the education, experience, and professional preparation needed to perform their job responsibilities.</p> |

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| <p>their particular jobs. (See Appendix.)</p> <p>31c Staff meet minimum age requirements. (See Appendix.)</p> <p>31d Enough qualified staff are in place to meet all levels of responsibility. Qualified staff are hired in all areas: to administer the program, to oversee its daily operations, and to supervise children. (See Appendix.)</p> | <p>Note: Refer to the ASP-HR related file “Personnel Qualifications” for more detailed criteria.*</p> <p>ASP-HR 4.02 Site Directors have the education, experience, and professional preparation needed to perform their job responsibilities.</p> <p>Note: Refer to the ASP-HR related file “Personnel Qualifications” for more detailed criteria.*</p> <p>ASP-HR 4.03 Senior Group Leaders have the education, experience, and professional preparation needed to perform their job responsibilities.</p> <p>Note: Refer to the ASP-HR related file “Personnel Qualifications” for more detailed criteria.*</p> <p>ASP-HR 4.04 Group Leaders have the education, experience, and professional preparation needed to perform their job responsibilities.</p> <p>Note: Refer to the ASP-HR related file “Personnel Qualifications” for more detailed criteria.*</p> <p>ASP-HR 4.05 Assistant Group Leaders have the education, experience, and professional preparation needed to perform their job responsibilities.</p> <p>Note: Refer to the ASP-HR related file “Personnel Qualifications” for more detailed criteria.*</p> <p><i>* The ASP-HR related file “Personnel Qualifications,” which can be found on the standards website at www.COAfterschool.org, includes the same requirements as the NAA Appendix. The one exception is ASP-HR 4.01, which requires a minimum of a</i></p> |
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| | <i>BA instead of an AA.</i> |
| <p>32. Staff (paid, volunteer, and substitute) are given an orientation to the job before working with children and youth.</p> <p>A written job description that outlines responsibilities to children, families, and the program is reviewed with each staff member.</p> <p style="padding-left: 40px;">The job description includes expectations regarding space set-up, activity planning, supervision, and behavior management.</p> <p>Written personnel policies are reviewed with staff. Staff can read and ask questions about their hours (e.g., schedules, breaks, time for planning and training). Benefits and grievance procedures are clearly spelled out.</p> <p>Written program policies and procedures, including emergency procedures and confidentiality policies, are reviewed with staff.</p> <p style="padding-left: 40px;">New staff can read about program policies and refer to written descriptions at a later date. They can also hear these policies described by the director or another well-informed staff member. Basic ethical standards are reviewed with all new staff (e.g., the need for confidentiality about information on children, families, and other staff).</p> <p>New staff are given a comprehensive orientation to the program philosophy, routines, and practices. They are personally introduced to the people with whom they will be working.</p> <p style="padding-left: 40px;">New staff are introduced to the custodian, school principal, agency director, as well as co-workers in the program. They are given a tour of the program</p> | <p>ASP-HR 3: Training and Professional Development The program’s training and professional development program provides personnel with skills and information needed to perform their jobs.</p> <p>ASP-HR 3.02 Before working with children and youth, new personnel are given an orientation that includes a review of:</p> <ol style="list-style-type: none"> a. the program’s mission, philosophy, goals, routines, and practices; b. their job descriptions, including their responsibilities to children and youth, families, and the program; c. the cultural and socioeconomic characteristics of program participants; d. program policies and procedures, including policies and procedures related to health and safety, emergencies, and confidentiality; e. personnel policies and procedures; and f. lines of accountability and authority within the program. <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Job descriptions include expectations regarding space set-up, activity planning, supervision, and behavior support and management; • New personnel can read and ask questions about their hours (e.g., schedules, breaks, training, and planning time); • Benefits and grievance procedures are clearly spelled out; • New personnel receive a handbook that contains all program policies and procedures; • New personnel are given a tour of the program space and shown where to find materials and supplies; • New personnel are told about the schedule and activities; • New personnel are told about the needs and other relevant characteristics of children and youth; • New personnel have a chance to discuss any questions they may have about the program’s mission and philosophy; • New personnel are introduced to the school custodian, the school principal, the program director, and their co-workers in the program; • New personnel are helped to understand the different roles of different personnel at |

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| <p>space and shown where to find materials and supplies. They are told about the schedule, activities, guidance policies, and the special needs of individual children. They have a chance to discuss any questions they may have about the program’s mission and philosophy.</p> | <p>or involved with the program; and</p> <ul style="list-style-type: none"> • New personnel have the opportunity to “shadow” or be mentored by other personnel. |
| <p>33. The training needs of the staff are assessed, and training is relevant to the responsibilities of each job. Assistant Group Leaders receive at least 15 hours of training annually. Group Leaders receive at least 18 hours of training annually. Senior Group Leaders receive at least 21 hours of training annually. Site Director receive at least 24 hours of training annually. Program Administrators receive at least 30 hours of training annually. (See Appendix)</p> <p>Staff receive training in how to work with families and how to relate to children in ways that promote their development.</p> <p>This training includes:</p> <ul style="list-style-type: none"> • how to foster children’s self-esteem. • positive techniques for guiding children’s behavior and for helping children to guide their own behavior. • responding to the differing needs of children (e.g., according to age, temperament, culture, and special abilities). • anti-bias training and how to apply it in working with children and families. • problem solving, conflict resolution, and development of respect for peers. • how to foster a sense of community among the children and staff (e.g., trust building). • how to help children improve academic skills, especially reading, writing, and math. (This training is critical for staff who will be helping | <p>ASP-HR 3: Training and Professional Development The program’s training and professional development program provides personnel with skills and information needed to perform their jobs.</p> <p>ASP-HR 3.01 The program implements a training and professional development program that promotes learning, skill enhancement, and advancement by:</p> <ol style="list-style-type: none"> a. assessing the training needs of personnel; b. outlining specific expectations regarding training required of personnel in different positions and categories; c. providing opportunities for ongoing professional growth and development; and d. periodically evaluating the training and professional development program to ensure it meets the needs of personnel and the program as a whole. <p>Interpretation: As noted in the standard, personnel should participate in training and professional development activities on an ongoing basis. Assistant Group Leaders should receive at least 15 hours of training annually, Group Leaders should receive at least 18 hours of training annually, Senior Group Leaders should receive at least 21 hours of training annually, Site Directors should receive at least 24 hours of training annually, and Program Administrators should receive at least 30 hours of training annually. This includes training on the topics specified in ASP-HR 3.02 through ASP-HR 3.06. Personnel may participate in different types of training and professional development activities. For example, programs may provide in-service workshops, or facilitate participation in online courses or off-site conferences. It may also be helpful to have professional resource materials, such as books or magazines on out-of-school time, available at the program. The program should allocate sufficient resources to support personnel development and training.</p> <p>ASP-HR 3.03</p> |

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| <p>with homework, tutoring, and remediation.)</p> <ul style="list-style-type: none"> • positive techniques for communicating with families. This should include learning the languages and cultural traditions of the families in the program. • learning about different types of families (e.g., single-parent, dual-career, blended, adoptive, gay and lesbian, etc.). <p>Program directors and administrators receive training in program management and staff supervision. Training addresses the following: cultural issues, financial management, risk management, quality assurance, and staff supervision. Program directors and administrators have a chance to visit other programs and share best practices with their peers. Directors and administrators have access to supervisory and management books and magazines.</p> <p>Staff receive training in how to set up program space and design activities to support program goals. Staff learn how to use mobile furniture and equipment to create interest areas in large, open, shared space. Staff learn how to adapt space and activities for children with disabilities. They learn how to supervise games and sports, including non-competitive, team-building activities. Staff learn how to work with older children to develop clubs and hobbies that will hold older children's interest.</p> <p>Staff receive training in how to promote the safety, health, and nutrition of children. Staff are trained in first aid and rescue breathing. Staff know how to identify, document, and report cases of suspected child abuse and neglect. Staff understand the nutritional needs of school-age children. They know how to prepare healthy meals</p> | <p>Personnel who work with children and youth are trained in:</p> <ol style="list-style-type: none"> a. child and youth development, and the differing needs of children and youth at different stages of development; b. building positive relationships with children and youth; c. working and communicating with families; d. cultural awareness, sensitivity, and responsiveness; e. understanding and combating bias and discrimination; f. designing and/or facilitating activities that support program goals and engage program participants; g. topics relevant to program goals and activities (e.g., education, dance, computers, etc.); h. setting up and appropriately utilizing program space; i. collaborating appropriately with other entities (e.g., schools, human resource departments, community organizations, etc.); j. positive techniques for guiding behavior and for helping children and youth guide their own behavior; k. appropriate disciplinary techniques; l. group interactions and management, including promoting positive relationships and managing conflicts among children and youth; m. recognizing aggressive and out-of-control behavior, and other factors that may lead to a crisis; n. understanding how staff behavior can influence the behavior of children and youth; o. responding appropriately to the differing needs of children and youth, including children and youth with special needs or issues; and p. recognizing when children and youth may benefit from additional or alternative services. <p>ASP-HR 3.04 Personnel are trained on how to promote the safety, health, and nutrition of children and youth, including:</p> <ol style="list-style-type: none"> a. meeting the health and nutritional needs of children and youth; b. assessing risk and safety; c. handling emergencies, including incidents involving poison, burns, and other |
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| <p>and snacks under sanitary conditions.</p> | <p>medical emergencies;</p> <p>d. coordinating with medical, mental health, law enforcement, and other professionals; and</p> <p>e. implementing the program’s health and safety procedures.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Personnel are trained in first aid and rescue breathing; • Personnel receive blood-borne pathogen training; • Personnel are trained in understanding the nutritional needs of school-age children and youth; and • Personnel are trained in how to prepare healthy meals and snacks under sanitary conditions. <p>ASP-HR 3.05 Personnel who have regular contact with children, youth, or their families receive training on mandatory reporting and the identification of indicators of suspected abuse and neglect.</p> <p>Interpretation: Personnel should be familiar with federal, state, and local laws and know how to identify, document, and report cases of suspected abuse and neglect.</p> <p>ASP-HR 3.06 Program administrators and/or directors receive training in:</p> <p>a. program administration and management;</p> <p>b. staff supervision; and</p> <p>c. legal topics relevant to program operations, management, and oversight.</p> <p>Interpretation: Topics relevant to program administration and management include financial management, risk prevention and management, and continuous quality improvement.</p> <p>Legal topics relevant to program operations, management, and oversight include: (1) federal and state laws requiring disclosure of confidential information for law enforcement purposes, including compliance with a court-order, warrant, or subpoena; (2) the program’s policies and procedures on confidentiality and disclosure of information, and penalties for violation of these policies and</p> |
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| <p>34. Staff receive appropriate support to make their work experience positive.</p> <p>The program has a plan in place to offer the best possible wages and working conditions in an effort to reduce staff turnover.</p> <p style="padding-left: 40px;">Compensation takes education and experience into account. Staff are compensated for time spent in training and planning. Wages are above the minimum hourly wage and are competitive with other human services jobs.</p> <p>Full-time staff receive benefits, including health insurance and paid leaves of absence. Staff are also given paid breaks and paid preparation time.</p> <p style="padding-left: 40px;">If possible, the program provides the following: dental, life, and disability insurance; retirement benefits; and subsidized child care.</p> <p>Staff are given ample time to discuss their own concerns regarding the program.</p> <p style="padding-left: 40px;">Staff meet regularly (for at least an hour, twice a month) to discuss program operations and the changing needs of children. Staff are able to communicate daily about issues that need immediate attention (e.g., family crises, behavior issues, change in dietary or medical needs). Staff discuss new strategies for rough transitions. Staff develop a plan for responding consistently to a child who is having problems. Staff plan program-wide activities and get-togethers. Staff have a process for negotiating interpersonal differences (e.g., cultural, gender, or value differences).</p> <p>Staff receive continuous supervision and feedback. This</p> | <p style="text-align: right;">procedures; and (3) the legal rights of children and youth and their families.</p> <p>ASP-HR 5: Positive Work Environment The program provides a positive work environment and promotes a high level of personnel satisfaction and retention.</p> <p>ASP-HR 5.03 The program promotes open communication and collaboration by:</p> <ol style="list-style-type: none"> a. holding regular staff meetings; b. giving personnel ample time to discuss their ideas for and concerns about the program; and c. providing feedback to personnel about their suggestions and recommendations. <p>ASP-HR 5.04 In an effort to promote quality programming and compensate personnel for their time and energy, personnel are provided with paid time to plan, organize, and set up program activities and events.</p> <p>ASP-HR 5.06 The program has a plan in place to offer the best possible wages and working conditions in an effort to reduce staff turnover, and personnel who work full-time receive benefits, including health insurance and paid leaves of absence.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Compensation takes education and experience into account; • Wages are above the minimum hourly wage and are competitive with other human service jobs; • If possible, the program provides dental insurance, life insurance, disability insurance, retirement benefits, and subsidized child care; and • Personnel are compensated for time spent in training and professional development activities. <p>ASP-HR 5.10 Personnel work well together, and:</p> |
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| <p>includes written performance reviews on a timely basis. Supervisor and staff member regularly discuss activities and interactions with children. They work together to set goals for the coming month. Each staff person receive a written evaluation at least yearly. These evaluations include comments based on observation of staff performance. Staff participate in their own assessment. The program keeps written, updated notes on staff performance and feedback. It keeps records on file of staff participation in continuing education and training.</p> | <ol style="list-style-type: none"> a. cooperate with each other; b. are respectful of each other; c. provide role models of positive adult relationships; and d. communicate with each other while the program is in session to ensure that the program flows smoothly. <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Personnel are flexible about their roles; • Personnel pitch in to help each other with children and youth, as needed; • Work appears to be shared fairly; • When problems occur, personnel discuss their differences and work toward fair solutions; • Long or complicated discussions are saved for times when children and youth are not present; • Respect is shown to all; • Personnel communicate about their needs in a way that promotes cooperation; • Personnel are aware of how their tone and demeanor convey respect; • Personnel manage tense situations in a way that shows respect for other staff members; • Personnel check in with each other and stay in touch throughout the day; • Personnel model positive adult interaction through cooperation, caring, and effective communication; • Personnel notice and respond supportively to non-verbal cues and gestures; • Personnel check with each other to make sure all areas are supervised; • Conversations about personal matters are brief and do not interfere with transitions and activities; and • Personnel adhere to the rules established for children, when appropriate (e.g., rules related to chewing gum, drinking sodas, wearing hats, etc). <p>ASP-HR 6: Supervision and Evaluation The program has a system of supervision and evaluation that promotes personnel development and positive outcomes.</p> <p>ASP-HR 6.01 Supervisors are responsible for:</p> |
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| | <ul style="list-style-type: none"> a. empowering personnel; b. providing personnel with regular and ongoing support and constructive feedback; c. teaching and modeling skills personnel need to perform their jobs; d. identifying unmet training needs; and e. ensuring that the program operates in a manner in line with its mission, philosophy, and policies and procedures. <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Supervisors and the personnel they supervise regularly discuss activities and interactions with children; • Supervisors and the personnel they supervise work together to set goals for the coming month; • Supervisors and the personnel they supervise work together to set goals for professional development; and • Personnel feel free to request help and guidance from their supervisors. <p>ASP-HR 6.03</p> <p>Personnel receive written annual performance evaluations conducted by the people to whom they report.</p> <p>Interpretation: Performance evaluations assess job performance, and emphasize self-development and professional growth, in relation to: specific expectations defined in the job description; objectives established in the most recent evaluation; future objectives relating to the program’s mission and goals; objectives for professional development; and recommendations for further training and skill building. Evaluations should include comments based on the supervisor’s observation of personnel performance.</p> <p>Personnel should have the opportunity to participate in their own assessment, obtain a copy of the performance evaluation, sign the performance evaluation, and provide written comments.</p> |
| <p>35. The administration provides sound management of the program.</p> <p>The financial management of the program supports the</p> | <p>ASP-AM 5: Financial Planning and Management</p> <p>Positive financial outcomes are achieved through sound financial planning, management, and oversight.</p> |

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| <p>program's goals.</p> <p>The program develops an annual budget that reflects the program's priorities. Income and expenses are reviewed quarterly. The financial plan includes budgets for payroll, staff development, activities, materials, supplies, equipment, and food. Program staff have a chance to help with budget planning. The program seeks outside funds to support the financial plan (e.g., subsidies, public and private support, a strong marketing plan). The program has adequate auto and liability insurance.</p> <p>The administration oversees the recruitment and retention of program staff.</p> <p>Affirmative action practices are implemented. The program obtains positive and professional references about all staff and volunteers before they begin to work with children. Written references or notes from telephone conversations are kept in personnel files. A criminal record check is done. The director examines recurring reasons for staff turnover and takes all possible action to reduce unnecessary turnover.</p> <p>The director involves staff, board, families, and children in both long-term planning and daily decision-making.</p> <p>The director provides support (e.g., orientation, training, and information) to help the board of directors or advisory group to make informed decisions. The director communicates frequently, both formally and informally, with the program host, agency executive director, and schools.</p> <p>Administrators assist with ongoing evaluation. They aim for improvement in all areas of the program.</p> <p>Parents, staff, and children are involved in evaluating the program. A program assessment or evaluation is</p> | <p>ASP-AM 5.01</p> <p>An annual operating budget:</p> <ol style="list-style-type: none"> supports the program's mission and goals; serves as a plan for managing the program's financial resources; and includes a statement of income and expenditures. <p>Interpretation: For example, it may be appropriate for the financial plan to include budgets for payroll, staff development, activities, materials, supplies, equipment, and food.</p> <p>ASP-AM 5.02</p> <p>The program implements a financial record keeping system for revenues and expenses, and records are kept up-to-date and balanced monthly.</p> <p>ASP-AM 5.03</p> <p>The program regularly evaluates its financial status.</p> <p>Interpretation: Examples of relevant factors to consider during the evaluation of financial status include: financial capacities and resources (including assets and revenues); resources needed to operate the program; financial risks and anticipated problems; and financial planning and funding alternatives.</p> <p>ASP-HR 1: Recruitment and Selection</p> <p>The program recruits and hires personnel needed to oversee, plan, and operate the program.</p> <p>ASP-HR 1.02</p> <p>Recruitment and selection procedures include:</p> <ol style="list-style-type: none"> notifying personnel of available positions; providing applicants with a written job description; using standard interview questions that comply with employment and labor laws; verifying references and credentials; and retaining hiring records for at least one year. |
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conducted at least once a year (using, for example, surveys, focus groups, or observations). Findings are shared with everyone in the program community. Based on the results of the evaluation, a program improvement plan is developed. The plan includes goals, action steps, a timetable, and resources. Staff work on these goals to improve the program.

ASP-HR 2: Background Checks

To ensure the safety of program participants and determine the appropriateness of hiring prospective personnel, screening procedures for new employees, contractors, and direct service volunteers include:

- a. fingerprint-based state and federal criminal history record checks;
- b. child abuse and neglect registry checks; and
- c. sex offender registry checks.

ASP-HR 5: Positive Work Environment

The program provides a positive work environment and promotes a high level of personnel satisfaction and retention.

ASP-HR 5.07

The program annually measures personnel satisfaction and the rate of personnel turnover, and takes action to address identified satisfaction and retention concerns.

ASP-HR 7: Personnel Records

The program maintains personnel records.

ASP-HR 7.01

Personnel records are kept up to date and contain:

- a. identifying information;
- b. emergency contact information;
- c. application for employment and hiring documents, including job postings, interview notes, and reference verification;
- d. job description;
- e. compensation documentation, as appropriate;
- f. records of education, experience, and training, including first-aid and CPR certification;
- g. performance evaluations and all documentation relating to performance, including disciplinary actions and termination summaries, if applicable; and
- h. health information or reports from physical examinations, when applicable.

ASP-AM 2: Program Planning, Guidance, and Oversight

Program personnel manage program planning, and collaborate with parties that provide oversight and guidance.

ASP-AM 2.01

Long-term program planning involves relevant personnel and other stakeholders, including children and youth and their families, and includes:

- a. envisioning and setting the program’s direction;
- b. reviewing the program’s mission, values, and mandates;
- c. identifying and assessing strengths, weaknesses, challenges, and critical issues;
- d. establishing goals and objectives that flow from the program’s mission and responsibilities; and
- e. devising strategies for meeting identified goals.

Note: This standard is about planning for the program’s overall direction, rather than planning for daily activities and events. Planning for the latter should be based on and connected to the program’s overall plan and direction, and is addressed more specifically in ASP-HR 5.04 and the Note to ASP-PS 5. Long-term program planning should also be connected to continuous quality improvement efforts addressed in ASP-AM 9.

ASP-AM 2.02

Program personnel work with, and provide reports or updates to, the person or entity responsible for providing oversight.

ASP-AM 2.03

The program receives guidance from a group that:

- a. includes relevant stakeholders, such as parents, community representatives, or others with an interest in the program and its mission;
- b. receives support and information from the program; and
- c. provides feedback about programming, outcomes, and the community’s perception of the program.

ASP-AM 9: Continuous Quality Improvement

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| | <p>The program develops and implements a system for promoting continuous quality improvement.</p> <p>ASP-AM 9.01 The program creates a culture that promotes excellence and continual improvement, and focuses on promoting satisfaction and positive outcomes.</p> <p>ASP-AM 9.02 The program sets forth desired goals and outcomes that are aligned with its mission and merit ongoing monitoring.</p> <p>ASP-AM 9.03 The program works with key stakeholders, including personnel, children and youth, families, and the community, to collect and analyze data relevant to desired goals and outcomes.</p> <p>ASP-AM 9.04 The program communicates findings and recommendations to key audiences and stakeholders, and makes any needed improvements.</p> <p>Interpretation: In some cases, the program may find it necessary and appropriate to develop and implement an improvement plan that includes goals, action steps, timetables, and resources (e.g., if findings indicate that personnel need more training). In other cases a plan may not be necessary (e.g., if findings indicate that children and youth would like to have apples at snack time instead of oranges, the program may simply choose to purchase apples instead of making a formal plan).</p> <p>ASP-PS 5: Programming and Activities Program activities provide opportunities to build skills, explore interests, experience a sense of self-efficacy and belonging, and contribute to the community.</p> <p>ASP-PS 5.05 Personnel work with children and youth to develop, plan, and implement activities that reflect their needs and interests.</p> |
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| | <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Personnel regularly involve children and youth in planning for daily activities, special events, and snacks; • Personnel ask children and youth to help select new materials, supplies, and equipment; • Personnel informally assess the needs and interests of children and youth; and • Written surveys are used to assess the needs and interests of children and youth. <p>ASP-PS 10: Family Connections Connections with families increase the ability of the program to support children and youth.</p> <p>ASP-PS 10.02 Personnel support families' involvement in the program by:</p> <ol style="list-style-type: none"> a. offering orientation sessions for the families of new program participants; b. developing and distributing a handbook for families; c. keeping families informed about program activities and events; d. allowing family members to visit during operating hours; and e. encouraging families to give input and become appropriately involved with the program. <p>Interpretation: Appropriate family involvement may vary based upon the characteristics of program participants. For example, while programs serving younger children may encourage family members to participate in daily activities, it may be more appropriate for programs serving older youth to involve family members by seeking their collaboration on an ongoing basis and inviting them to recognition ceremonies or milestone events. Although family involvement may sometimes be difficult to achieve, at a minimum family members should have opportunities and be encouraged to become involved with the program.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Personnel welcome families to the program whenever they visit; • When possible, personnel interact with visiting family members; |
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| | <ul style="list-style-type: none"> • Personnel use newsletters and phone calls to remind family members that they are welcome to drop in; • Personnel set aside time to tell new families all about the program; • When a child or youth moves into a different part of the program (e.g., the summer program or a specialized program), personnel meet with families to discuss the change; • Each family gets a copy of written policies, including the program’s hours of operation, fees, subsidies, illness policy, etc.; • Personnel send home notices and newsletters about program activities and events; • Personnel follow up written notices with phone calls or personal contact; • There is a bulletin board that displays information for families; • Personnel ask families to comment on the program via notes, surveys, and meetings; • The program’s advisory group includes a number of parents; • Personnel urge families to share their skills, hobbies, or family traditions; • Personnel invite family members to special events (e.g., plays, field trips, picnics); • Personnel respect different cultural styles and try a variety of ways to involve families; • The program arranges transportation for special events and meetings; and • The program asks families what hours and days they need care for their children, and makes a reasonable effort to provide care when families need it. |
| <p>36. Program policies and procedures are responsive to the needs of children, youth, and families in the community.</p> <p>A written mission statement sets forth the program’s philosophy and goals.</p> <p style="padding-left: 40px;">The philosophy clarifies the program’s primary purposes (e.g., supervision, recreation, socialization, academic support, family support). The philosophy guides decisions about staffing, curriculum, and policy.</p> <p>The program makes itself affordable to all families by using all possible community resources and sources of subsidy.</p> <p style="padding-left: 40px;">Sliding fees, state and federal subsidies, and</p> | <p>ASP-PS 1: Program Mission and Philosophy</p> <p>The program’s mission and philosophy are responsive to the needs and aspirations of the community and guide program administration, planning, implementation, and evaluation.</p> <p>ASP-PS 1.01</p> <p>A written mission statement is responsive to the needs and aspirations of the community, and sets forth the program’s goals.</p> <p>ASP-PS 1.02</p> <p>The program is guided by a philosophy that:</p> <ol style="list-style-type: none"> a. sets forth a logical approach for how program activities and interactions will meet the needs of children and youth; and b. guides the development and implementation of program activities based on program goals and best practices. |

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| <p>scholarships are used to make the program affordable. Eligible families receive easy-to-read information about program fees, subsidies, and childcare tax credit. This information is available in the family's home language.</p> <p>The program's hours of operations are based on families' needs.</p> <p>The program asks families what hours and days they need childcare. The program makes a reasonable effort to provide care when families need it. This often includes before-school care and extended hours on holidays and school vacation.</p> <p>It is the program's policy to enroll children with special needs.</p> <p>The program adapts space and activities so that all children can participate fully. Program staff are knowledgeable about the Americans for Disabilities Act. They use it to make decisions about serving children with special needs.</p> | <p>ASP-PS 2: Registration and Orientation The program enrolls, orients, and collects relevant information from children and youth and their families.</p> <p>ASP-PS 2.01 During registration or orientation, children and youth and their families are informed about:</p> <ol style="list-style-type: none"> a. program goals, activities, and hours of operation; b. their rights, including any obligations the program has to them; and c. rules, responsibilities, expectations, and any factors that can result in discharge from the program. <p>ASP-PS 2.04 Children, youth, and their families receive a schedule of any applicable fees and estimated or actual expenses, and are informed prior to program participation about:</p> <ol style="list-style-type: none"> a. the amount that will be charged; b. when fees or co-payments are charged, changed, refunded, waived, or reduced; c. the manner and timing of payment; and d. the consequences of nonpayment. <p>Note: As referenced in ASP-PS 11.02, the program should seek to access all possible sources of subsidy, from scholarships to tax credits, that could help make the program affordable for families.</p> <p>ASP-PS 10: Family Connections Connections with families increase the ability of the program to support children and youth.</p> <p>ASP-PS 10.02 Personnel support families' involvement in the program by:</p> <ol style="list-style-type: none"> f. offering orientation sessions for the families of new program participants; g. developing and distributing a handbook for families; h. keeping families informed about program activities and events; |
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| | <p>i. allowing family members to visit during operating hours; and</p> <p>j. encouraging families to give input and become appropriately involved with the program.</p> <p>Interpretation: Appropriate family involvement may vary based upon the characteristics of program participants. For example, while programs serving younger children may encourage family members to participate in daily activities, it may be more appropriate for programs serving older youth to involve family members by seeking their collaboration on an ongoing basis and inviting them to recognition ceremonies or milestone events. Although family involvement may sometimes be difficult to achieve, at a minimum family members should have opportunities and be encouraged to become involved with the program.</p> <p>Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:</p> <ul style="list-style-type: none"> • Personnel welcome families to the program whenever they visit; • When possible, personnel interact with visiting family members; • Personnel use newsletters and phone calls to remind family members that they are welcome to drop in; • Personnel set aside time to tell new families all about the program; • When a child or youth moves into a different part of the program (e.g., the summer program or a specialized program), personnel meet with families to discuss the change; • Each family gets a copy of written policies, including the program’s hours of operation, fees, subsidies, illness policy, etc.; • Personnel send home notices and newsletters about program activities and events; • Personnel follow up written notices with phone calls or personal contact; • There is a bulletin board that displays information for families; • Personnel ask families to comment on the program via notes, surveys, and meetings; • The program’s advisory group includes a number of parents; • Personnel urge families to share their skills, hobbies, or family traditions; • Personnel invite family members to special events (e.g., plays, field trips, picnics); • Personnel respect different cultural styles and try a variety of ways to involve families; • The program arranges transportation for special events and meetings; and • The program asks families what hours and days they need care for their children, and makes a reasonable effort to provide care when families need it. |
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ASP-PS 11: Community Involvement and Partnerships

Connections with community members, organizations, and institutions increase the ability of the program and community to support and engage children and youth.

ASP-PS 11.02

The program develops a list of community resources and organizations, and partners with them to:

- a. expand and enhance program offerings and activities;
- b. help children and youth get to know and become involved with the community;
- c. obtain information about resources needed to meet families' needs; and
- d. minimize barriers that could prevent eligible children and youth from enrolling or participating in the program (e.g., lack of transportation, fees-for-service, limited hours, language barriers).

Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:

- Community resources included on the list are well suited to the needs of children in the program (e.g., health, culture, language, learning styles, etc.);
- Personnel use the list of community resources and organizations when planning field trips and inviting special guests;
- Personnel ask families for ideas in accessing resources that reflect the home language and culture;
- Children and youth have a chance to attend outings and field trips (e.g., walking tours, parks, museums, performances, and cultural events);
- The program hosts visitors from the community;
- Children and youth have opportunities to join local groups and teams (e.g., sports, drama, music);
- Children and youth have opportunities to meet adult coaches and mentors from the community;
- Children and youth have opportunities to participate in intergenerational activities with older adults;
- Children and youth are encouraged to take part in community projects (e.g., recycling, park cleanups, fund-raising events, etc.);

- Children and youth are able to volunteer for projects that benefit younger children, senior citizens, children’s hospitals, and local shelters;
- Children and youth organize food and clothing collections for local agencies; and
- The program accesses all possible sources of subsidy that can help make the program affordable for families;
- Personnel know and maintain information about local agencies (e.g., health clinics, food programs, counseling services, language classes, crisis intervention, etc.); and
- Personnel know and maintain information about upcoming community events (e.g., free dental screenings, fire-prevention seminars, parenting classes, etc.).

ASP-PS 13: Protecting the Rights of Children and Youth and their Families
The rights and privacy of children and youth, and their family members, are respected.

ASP-PS 13.07

The program enrolls children and youth with special needs, and makes reasonable accommodations to help them fully participate in the program.

Interpretation: As referenced in the Glossary, children and youth may have special needs that are related to physical, behavioral, medical, emotional, or cognitive conditions. Accordingly, appropriate program responses will vary based on the needs presented. For example, it might be necessary to develop a behavior plan, train personnel to meet medical needs, or adapt program space to permit wheelchair access.

Programs should ensure that they comply with all applicable federal, state, and local laws and regulations, such as the Americans with Disabilities Act (ADA). The goal of the ADA is not to put strain on after school programs, but rather to encourage programs to “make reasonable accommodations” to integrate individuals with disabilities into the program to the degree possible. Accordingly, reasonable accommodations should be made before a program decides that a particular child or youth is not appropriate for the program.

Interpretation: Examples of ways to demonstrate implementation of this standard include, but are not limited to:

- Personnel are knowledgeable about the ADA;
- Personnel are guided by the ADA in making decisions about serving children and

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| | <p>youth with special needs;</p> <ul style="list-style-type: none">• Personnel meet with families to address the needs of children and youth;• Personnel make an effort to support goals set by Special Education Teams or included in Individualized Education Plans;• Personnel work closely together to provide consistency for children with behavior issues;• Personnel consult specialists to learn how best to help children with special needs;• Specialists are used for certain activities, if needed;• Personnel seek advice from doctors and nurses about medical issues;• Personnel adapt program activities so they are fully accessible to participants with special needs;• Children and youth with special needs are actively and appropriately involved and engaged during most of the time they spend at the program;• The program encourages and facilitates appropriate interactions between children and youth with special needs and their peers;• Program facilities are accessible for children and youth with disabilities;• The program removes structural barriers by constructing ramps, widening doorways, removing obstructing furniture, widening toilet stalls, installing grab bars, or making other similar modifications, where such modifications are feasible;• There are enough ramped and paved areas in the outdoor space for children and youth in wheelchairs to be able to use the playground; and• The modifications made to the environment and programming enable children and youth with special needs to function more independently. |
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