

## A Day in the Life of Your School-Age Program

### ARRIVAL TIME

1. What is the first thing children and their families see or hear when they enter your program?
2. Is there at least one place where each child can leave, find, and return personal belongings without adult assistance?
3. Is there a space designated only for older children?
4. What behavior do the children display when they arrive?
5. What areas do children go to when they arrive?
6. How much time is scheduled for children to transition into the program after they arrive?
7. Are children and families greeted by staff when they arrive?

### CHILD-INITIATED PLAY

1. Can children move freely and independently in the environment?
2. Are there traffic jams when children go from one place to another, or are children running from place to place?
3. Do the pathways disrupt play areas?
4. Are the play areas too big or too small for the number of children in them?

5. Is it easy for children to find and return materials without adult assistance or asking questions?
6. What areas are used most? Least? Not at all?
7. Do children have uninterrupted playtime when they can choose what and whom to play with?
8. Are there places where children can be creative? Inventive?
9. Do children appear to be excited and challenged by materials in the environment?
10. Do staff provide help when asked or talk with children as they play?

### **MEALTIME AND SNACKTIME**

1. Is there a peaceful mealtime environment free from distractions, overstimulation, and conflict?
2. Are children allowed and encouraged to relax and enjoy peers' company as they eat?
3. Is there enough space for children to sit comfortably and promote conversation during meals?
4. Is the room or eating space bright and attractive?
5. Is there a staff member who interacts with children while they are eating?
6. Is snacktime long enough so children can decide when they would like to eat?

## QUIET TIME

1. Are there places for children to be alone and relax in comfortable furniture?
2. Are there places where children can be with only one or two other children?
3. Can the mood of an area be changed with the amount of light or by rearranging furniture?
4. Are children given permission and encouraged to relax and slow down for a while?
5. Are staff available to talk with children if need be?

## INDOOR PLAY

1. Is there an indoor open area large enough for all children to sit, dance, put on a play, exercise, or play together?
2. Does the indoor space support activities for a team or large group as well as for one child or a small group?
3. Are there adequate lighting, ventilation, and sound-absorbing elements to support children's active play?
4. Are children encouraged to participate in exercise and fitness activities?

## OUTDOOR ACTIVITIES

1. Does the outdoor environment connect children with nature?

2. Are there places outdoors where children are encouraged to be involved in a variety of sensory experiences, such as climbing trees, touching textural things, or listening to animal sounds?
3. Does the outdoor environment and staff support both children's quiet or passive play as well as active play?
4. Are all children able to use at least one piece of each type of playground equipment regardless of their size or disability?
5. Do staff guide and encourage children to participate in outdoor activities? Do they enter into these activities as a participant or role model of sportsmanship?

### **ADULT-LED ACTIVITIES**

1. Are adult-led activities conducted to teach a skill or extend learning? If so, what skill or extended learning does the activity encourage?
2. Are adult-led activities conducted with the needs of the children in mind?
3. Do staff use adult-led or monitored activities to ensure the safety of children?
4. How often do adult-led activities occur?
5. Are the adult-led activities designed to engage the children?
6. Are children allowed to ask questions and modify the adult-led activities to meet their needs?

# Dear Families and Community Leaders,

The \_\_\_\_\_ is conducting an assessment to determine if there is a need  
(name of your organization)  
for a school-age program in our community. If it is determined there is a need for this program, it will be  
located at \_\_\_\_\_. Please answer the questions below to see if you  
(name the specific location)  
would be interested in enrolling your children in a school-age program. If you do not have school-age  
children and you or your organization could provide services to support this effort, please skip to #11.  
Thank you for taking the time to fill out this survey. Please return your completed survey to

\_\_\_\_\_  
(fill in how to return survey)  
\_\_\_\_\_ no later than \_\_\_\_\_.  
(fill in date here)

1. Do you have children between the ages of \_\_\_\_\_  
who are in need of a safe, nurturing place to be when they are not in school?  
(fill in ages here)

Yes No

2. What is the earliest time you would need care before school?

6:00 a.m. 6:30 a.m. 7:00 a.m. 7:30 a.m. 8:00 a.m.

Other time not listed \_\_\_\_\_. I do not need care before school \_\_\_\_\_.

(circle one)

3. What is the latest time you would need care after school?

3:00 p.m. 3:30 p.m. 4:00 p.m. 4:30 p.m. 5:00 p.m. 5:30 p.m. 6:00 p.m. 6:30 p.m.

Other time not listed \_\_\_\_\_. I do not need care after school \_\_\_\_\_.

4. I need care **part-time (three days or less)** or **full-time (four or five days)** days a week before and

after school or other time \_\_\_\_\_.

(circle one)

5. I need care only in the morning **part-time** or **full-time**

(circle one)

\_\_\_\_\_ days a week.

6. I need care only after school **part-time** or **full-time** \_\_\_\_\_ days a week.

(circle one)

(number)

7. Would you be interested in full-day care when the children are out of school (M–F)?

Yes No

(circle one)

8. Would you be interested in full-day care during the summer (M–F)?

**Yes No**  
(circle one)

9. Our tentative fee schedule is as follows:

- Before and after school, full-time is \_\_\_\_\_ ;  
(fill in amount here)  
part-time is \_\_\_\_\_  
(fill in amount here)
- After school only, full-time is \_\_\_\_\_ ;  
(fill in amount here)  
part-time is \_\_\_\_\_  
(fill in amount here)
- Before school, full-time is \_\_\_\_\_ ;  
(fill in amount here)  
part-time is \_\_\_\_\_  
(fill in amount here)
- Full-day care when school is not in session; per day rate is \_\_\_\_\_  
(fill in amount here)
- Weekly rate for summer program is \_\_\_\_\_  
(fill in amount here)

Do you qualify for child care subsidy? **Yes No**  
(circle one)

10. Please list the names and ages of the children that you would consider enrolling in the school-age program.

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11. As a community leader, I would like to support your program. Please call me to discuss.

Name: \_\_\_\_\_

Contact phone number: \_\_\_\_\_

E-mail: \_\_\_\_\_

**X**  
\_\_\_\_\_  
(Signature)

## INDOOR SAFETY CHECKLIST

1. All locations in the environment are free of clutter, debris, and chipped and broken material.
2. All furniture is in good repair (no sharp edges, splinters, broken or cracked parts, or chipped paint).
3. All wheeled items have a locking lever or fold-up wheels to keep furniture secured in place.
4. Extension cords and electrical wires are not frayed and do not lay or hang in program spaces where they may cause injury to staff or children.
5. Locations for children are free of potentially harmful materials, such as cleaning solvents, flammable materials, chemicals, medications, instruments with sharp edges or points, and any items marked “Keep out of reach of children” or “To be used by children only with close adult supervision.”
6. Floors and rugs are clean, in good repair, and do not pose a tripping hazard.
7. Indoor climbing apparatuses, lofts, or platforms over thirty-six inches in height have adequate fall zone protection under and around them, such as padding, mats, or other solid material in sufficient amount to prevent injuries from falls.
8. Steps or stairs with three or more treads have sturdy railings or handrails and nonslip treads.
9. Emergency exit procedures are posted in a location easily seen by children and adults.
10. Emergency evacuation plans are known by children and practiced on a routine basis.
11. Points of egress are clearly marked, and exit zones are free of clutter.
12. Exit door signs, emergency strobe lights, smoke and carbon monoxide detectors, and audible emergency systems are in good working order.
13. Toys, games, and other materials used by children are intact, free of splinters and loose parts, and work properly.
14. Fire extinguishers, automatic sprinkler system, panic hardware, and closed-circuit monitoring system (if any) are working properly.

## OUTDOOR SAFETY CHECKLIST

1. Play equipment is free of loose and sharp parts, frayed rope and cables, splinters, broken and cracked material, and chipped paint.
2. Play equipment is securely anchored in the ground.
3. Metal equipment is free of rust; wooden equipment is free of splinters, rough surfaces, and broken pieces.
4. No tripping hazards or protrusions are present in the play area or sidewalks.
5. All outdoor areas are free of animal feces, broken glass, poisonous plants, standing water, and other potentially harmful debris.
6. Adequate fall zone protection is around and under all play equipment as outlined in the Public Playground Safety Handbook (access at [www.cpsc.gov](http://www.cpsc.gov)).
7. Fences around the play area (if present) are in good repair and free of broken pieces.



# A Day in the Life of Your Temporal Environment

## LESSON PLANS

1. Weekly lessons plans outline daily activities for each program area.
2. Lesson plans provide a variety of activities that meet the individual needs of the children.
3. Learning outcomes are noted for each activity on the lesson plan.
4. Lesson plans are posted for families and staff.
5. Staff use the lesson plan to guide them as they place books in program areas, gather art supplies, and rotate materials.
6. Lesson plans are reviewed to determine which activities were successful and which were not.

## SCHEDULES

1. Schedules outline the large blocks of time and have both words and pictures.
2. Schedules are reviewed regularly, and the times associated with each block are changed as the need arises.
3. Staff are flexible in following the schedule when a teachable moment occurs or children need more time to complete a project.
4. Children are notified when the schedule will be changed before the change occurs.

## TRANSITIONS

1. Transitions are smooth and allow minimal waiting for children.
2. Whenever possible, children are allowed to transition from one activity to another independently.
3. Minimal transitions of the entire group occur.
4. Systems are in place that allow staff and families to know where the children are at all times.
5. Children are told when transitions will occur before they occur.

## ROUTINES

1. Routines are taught and reinforced daily.
2. Pictures are used to explain routines such as snacktime, hand washing, and cleaning up.
3. Expectations are discussed when introducing routines and before children begin a routine.

## How Welcoming Is Your Program Environment?

### ENGAGING IN TWO-WAY COMMUNICATION

1. Are families and children greeted as they enter and leave the program?
2. Do families provide information about their child's likes, dislikes, health issues, and individual needs?
3. Are families asked to share their family celebrations, culture, and traditions?
4. Is regular written communication given to families and community organizations?
5. Is written material stated simply and easy to read (at or below a fifth-grade reading level)?
6. Is written material translated for families whose first language is not English?
7. Is there a suggestion box placed in the program so parents can give input about the program?
8. Are children asked what interests they would like to explore and what activities they would like included in the program?
9. Are staff available to schedule conferences with parents so information about their children can be shared?

### ACCOMMODATING INDIVIDUAL NEEDS

1. Is input from families requested and used to educate staff about the children and to design an environment that supports their identified needs?
2. Are materials accessible and developmentally appropriate?
3. Do materials reflect the interest and diversity of the children enrolled?
4. Are adaptive materials available for the children who need them?
5. Do staff encourage children to use all materials? Is the environment arranged so children can use all materials regardless of their gender, race, abilities, or limitations?

6. Can all children access materials independently?
7. Is the environment free of barriers?
8. Are pathways clear of obstructions and wide enough to accommodate mobility aides for children who need them?
9. Does program space provide other physical supports, such as adequate lighting and appropriate signage to define spaces?
10. Can children choose whether to participate in group activities?
11. Does the environment include places for children to feel comfortable being alone?

### **EMBRACING DIVERSITY**

1. Are families asked to share their culture, and are they included in program activities that celebrate diversity?
2. Do all materials (wall displays, books, computer software, toys, and games) show people from diverse groups in positive, nonstereotyped ways?
3. Is the composition of the staff reflective of the demographics of the greater community by gender, age, ethnicity, and culture?

### **CULTIVATING OPENNESS**

1. Do program staff make it a priority to respect and value differences among people?
2. Do staff model an accepting and respectful attitude?
3. Do staff encourage families to share information, food, language, and history of their culture?
4. Do materials and learning opportunities support an open, antibiased worldview by including pictures, books, activities, field trips, and speakers that expose the children to cultures from the world at large?

### **TEACHING TOLERANCE AND RESPECT**

1. Do all staff members exhibit zero tolerance for teasing, bullying, and other negative child-to-child interactions including but not limited to discrimination of race, religion, culture, gender, abilities, limitations, family unit, sexual orientation, or appearance?
2. Do lesson (or activity) plans teach nonbullying techniques, socially acceptable communication skills, and respectful interactions for all?

### **BUILDING COMMUNITY**

1. Are children involved in the planning of the program environment and activities?
2. Do staff provide opportunities for children to engage in peer mentoring and multiage activities?
3. Is the children's artwork on display?
4. Do children have assigned jobs to promote ownership in the afterschool program?