



GREEN APPLE ACCREDITATION

Enrichment/Out of School Time Program Accreditation Package



GREEN APPLE ACCREDITATION OF CHILDREN'S SERVICES
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Enrichment/Out of School Time Program Accreditation Manual

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Administration and Management Standards	
A stable, qualified, trained, and supported workforce contributes effectively and efficiently to the delivery of quality programming that promotes positive child and youth education and development.	
1.0	Recruitment and Selection
1.1	The program recruits and hires personnel needed to oversee, plan, and operate the program.
1.2	Job descriptions and selection criteria: 1. state the qualifications, expectations, essential functions, and responsibilities for each position or group of like positions; and 2. are reviewed annually and updated if necessary.
1.3	Recruitment and selection practices include: 1. notifying personnel of available positions; 2. providing applicants with a written job description; 3. using standard interview questions that comply with employment and labor laws; 4. verifying references and credentials; and 5. retaining hiring records in accordance with legal requirements.
1.4	A program that recruits and selects personnel with specific cultural traits or other characteristics establishes that such selectivity is: 1. legally permissible; 2. reviewed and approved by the person or entity responsible for providing oversight; and 3. appropriately considered a bona fide occupational qualification.
1.5	All personnel receive and confirm in writing receipt of an up-to-date employee policies and procedures manual that articulates current: 1. conditions of employment; 2. benefits; 3. rights and responsibilities of employees; and 4. other important employment-related information.
1.6	To ensure compliance with legal requirements the program reviews its use of independent contractors, volunteers, temporary employees, and any other contingent workers, with respect to tax law, wage and hour laws, and other applicable employment and labor laws.
Self-Study Evidence	
○ Recruitment and selection policies and/or procedures ○ Table of contents of employee manual ○ Job descriptions ○ Employee manual ○ Legal consideration of protected characteristics in recruitment and selection ○ Personnel records	

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Administration and Management Standards	
2.0	Background Checks
2.1	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: 1. fingerprint-based state and federal criminal history record checks; 2. child abuse and neglect registry checks; and 3. sex offender registry checks.
Self-Study Evidence • Legislation/regulations pertaining to background checks • Personnel records [background checks on all employees] • Policy and procedures regarding background checks	

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Administration and Management Standards	
3.0	Training and Professional Development
3.1	The program's training and professional development program provides personnel with skills and information needed to perform their jobs.
3.2	The program implements a training and professional development program that promotes learning, skill enhancement, and advancement by: 1. assessing the training needs of personnel; 2. outlining specific expectations regarding training required of personnel in different positions and categories; 3. providing opportunities for ongoing professional growth and development; 4. providing opportunities that support advancement within the program and profession, to the extent possible and appropriate; and 5. periodically evaluating the training and professional development program to ensure it meets the needs of personnel and the program as a whole.
3.3	Before working with children and youth, new personnel are given an orientation that includes: • a review of the program's mission, philosophy, goals, routines, practices, and schedule; • their job descriptions, including their responsibilities to children and youth, families, and the program; • the needs and other relevant characteristics of program participants, including cultural and socioeconomic characteristics; • program policies and procedures, including policies and procedures related to health and safety, emergencies, and confidentiality; • personnel policies and procedures; and • lines of accountability and authority within the program
3.4	Training for after school and youth development personnel includes: 1. 15 hours annually for Assistant Group Leaders; 2. 18 hours annually for Group Leaders; 3. 21 hours annually for Senior Group Leaders; 4. 24 hours annually for Site Directors; and 5. 30 hours annually for Program Administrators.
3.5	After school and youth development personnel who work with children and youth are trained in: 1. child and youth development, and the differing needs of children and youth at different stages of development; 2. building positive relationships with children and youth; 3. engaging, working, and communicating with families; 4. how to encourage and incorporate participant input in decision-making; 5. how to teach, support, inspire, and meet the needs of children and youth;

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	6. motivating children and youth to participate; 7. designing and/or facilitating developmentally-appropriate activities that support program goals and actively engage program participants; 8. topics relevant to program goals and activities (e.g., academics, physical fitness, nutrition, computers, etc.);
	9. setting up and appropriately utilizing program space in order to accommodate programming and meet the needs of children and youth; 10. collaborating appropriately with other community members, organizations, and institutions; 11. positive techniques for guiding behavior and for helping children and youth guide their own behavior, including de-escalating volatile situations; 12. appropriate disciplinary techniques, as well as what disciplinary approaches are inappropriate; 13. group interactions and management, including promoting positive relationships and managing conflicts among children and youth; 14. recognizing aggressive and out-of-control behavior, and other factors that may lead to a crisis; 15. understanding how staff behavior can influence the behavior of children and youth; 16. responding appropriately to the differing needs of children and youth, including children and youth with special needs or issues; and 17. recognizing when children and youth may benefit from additional or alternative services and what resources are available within the community.
3.6	Personnel who work with children and youth receive training on cultural responsiveness that includes: 1. exploration of their own culture and biases and their effect on interactions with children, youth, and families; 2. information on varying beliefs, customs, values, and child rearing practices of the different cultural groups represented at the program; 3. how to communicate openly and work respectfully with families of other cultures; 4. information on cultural dynamics; and 5. the role that culture plays in child and youth development.

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3.7	Personnel who work with children and youth receive training that covers the program's health and safety procedures, including: 1. meeting the health and nutritional needs of children and youth; 2. meeting the physical fitness needs of children and youth; 3. hand washing procedures; 4. proper handling and storage of disinfectants and any other potentially hazardous substances; 5. procedures regarding contagious and infectious disease prevention; 6. food preparation, storage, and service; 7. assessing risk and safety; 8. handling emergencies, including incidents involving poison, burns, and other medical emergencies; 9. coordinating with medical, mental health, law enforcement, and other professionals; 10. medication control and administration, if applicable; 11. diapering procedures, if applicable; 12. SIDS prevention procedures, if applicable; and 13. recognizing the signs and symptoms of conditions that may require specialized services, additional screenings, or referrals including mental health or developmental delays, if applicable.
3.8	Personnel who have regular contact with children, youth, or their families receive training that addresses the detection and mandatory reporting of child abuse and neglect.
3.9	Program administrators and/or directors receive training in: 1. program administration and management; 2. staff supervision; and
	3. legal topics relevant to program operations, management, and oversight.
3.10	Training activities: 1. are designed to ensure that personnel remain up-to-date on current practices in the field; 2. reflect the level of relevant experience and formal education obtained by personnel; 3. are directly relevant to the jobs personnel perform; 4. describe the practices and skills being addressed, and explain why they are important for working with children and youth; 5. demonstrate the practices and skills being targeted; and 6. allow personnel to practice skills and receive feedback in a safe environment.
3.11	Personnel receive ongoing support designed to help them: 1. integrate new skills and knowledge into their daily routines at the program; and 2. improve their skills over time.

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3.12	Personnel have opportunities to participate in collaborative learning activities that include: 1. group meetings for joint problem-solving and mutual support; 2. information sharing on topics such as child and youth development or parent-child relationships; and 3. opportunities for personnel to plan together.
Self-Study Evidence ○ Table of contents for orientation curriculum ○ Table of contents for training curriculum ○ Annual budget with line for training and professional development ○ Orientation curriculum ○ Training curriculum ○ Training requirements for different positions or job categories ○ Annual training calendar or schedule ○ Documentation that required orientations and trainings have been attended (e.g., documentation from training files or personnel records) ○ Documentation of additional professional development opportunities and resources	

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Administration and Management Standards	
4.0	Personnel Qualifications and Responsibilities
4.1	Personnel are qualified to operate the after school or youth development program and work with children and youth as identified below.
4.2	Program Administrators have the education, experience, and professional preparation needed to perform their job responsibilities. Qualifications - 1. Experience: one year; Education: BA in related field; Professional Preparation: six credits -- child and youth development (3), administration (3) 2. Experience: two years; Education: BA in unrelated field; Professional Preparation: twelve credits -- child and youth development (3), administration (3), other areas related to after school programming (6) Responsibilities – Overall direction of the program: • developing program mission, goals, and policies • program implementation and evaluation • administration, including fiscal management • organizational development, including management of human resources
4.3	Site Directors have the education, experience, and professional preparation needed to perform their job responsibilities. Qualifications - 1. Experience: six months; Education: BA in related field; Professional Preparation: six credits -- child and youth development (3), other areas related to after school programming (3) 2. Experience: one year; Education: BA in unrelated field; Professional Preparation: nine credits -- child and youth development (3), other areas related to after school programming (6) 3. Experience: 18 months; Education: AA or two years of college in a related field or equivalent certification; Professional Preparation: six credits -- child and youth development (3), other areas related to after school programming (3) Responsibilities – Daily operations of the program: • supervising staff • communicating with families • building relationships with the host community • overseeing all program activities
4.4	Senior Group Leaders have the education, experience, and professional preparation needed to perform their job responsibilities. Qualifications - 1. Experience: three months; Education: BA in related field

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	2. Experience: three months; Education: BA in unrelated field; Professional Preparation: six credits -- child and youth development (3), other areas related to after school programming (3) 3. Experience: six months; Education: AA or two years of college in related field or equivalent; Professional Preparation: six credits -- child and youth development (3), other areas related to after school programming (3) 4. Experience: one year; Education: AA or two years of college in unrelated field; Professional Preparation: six credits -- child and youth development (3), other areas related to after school programming (3) Responsibilities – Supervision and guidance of children in the program: • program planning • communicating with families • supervising support staff • relating to the community
4.5	Group Leaders have the education, experience, and professional preparation needed to perform their job responsibilities. Qualifications - 1. Experience: none; Education: BA in related field 2. Experience: three months; Education: BA in unrelated field; Professional Preparation: three credits -- child and youth development (3) 3. Experience: six months; Education: AA in related field 4. Experience: nine months; Education: AA or two years of college or equivalent; Professional Preparation: three credits -- child and youth development (3) 5. Experience: 18 months; Education: HS Diploma or GED; Professional Preparation: six credits -- child and youth development (3), other areas related to after school programming (3) Responsibilities – Supervision and guidance of children in the program under the direction of a Senior Group Leader: • program planning • communicating with families • supervising support staff • relating to the community
4.6	Assistant Group Leaders have the education, experience, and professional preparation needed to perform their job responsibilities. Qualifications - 1. Experience: none; Minimum age: 16 Responsibilities – Supervision and guidance of children under the direct supervision of Group Leader

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4.7	Guiding Definitions: • Courses in Administration: This includes courses in areas including, but not limited to: Human Resources Management, Fiscal Management, Organizational Development, Strategic Planning, Marketing, and Community Development. • Courses in After School Programming: This includes courses in areas including, but not limited to: Health and Safety, Developmentally Appropriate Practices, Group or Individual Guidance, Community Service and Service Learning, Working with Families, Community Outreach, and Planning Activities. • Courses in Child and Youth Development: This includes courses that focus on development during middle childhood and adolescence. • Credits: These are credits for post-secondary coursework. They may be earned through college classes, technical/vocational classes, or community-based trainings or workshops. Each credit represents approximately 15 hours of participation in a course. • Experience: Related experience includes work with school-age children or youth in a setting similar, to, that of an after-school program. Settings may include, but are not limited to: recreation centers, child care homes or centers, camps, schools, fine arts programs, or social service agencies. One-year experience means full time (2,080 hours of work). The total number of hours can be from a combination of positions. • Personnel titles: This chart contains sample personnel titles and responsibilities. Personnel titles may vary from one organization to another. • Professional Preparation: This is formal post-secondary training directly related to school-age care. • Related Field: This includes majors in areas including, but not limited to: education, youth studies, child development, recreation, mental health, and substance abuse.
Self-Study Evidence List of program personnel that includes: 1. name; 2. job title; 3. degree held and/or other credentials; 4. professional preparation; 5. FTE; 6. length of employment at the program; and 7. time in current position. ○ Job descriptions ○ Resumes ○ Personnel records	

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Administration and Management Standards	
5.0	Positive Work Environment
5.1	The program provides a positive work environment and promotes a high level of personnel satisfaction and retention.
5.2	The program provides a workplace free from harassment and discrimination and complies with applicable laws and regulations governing fair employment practices.
5.3	The program: 1.employs only those persons who are qualified according to the job description and selection criteria for the positions they occupy 2. prohibits preferential treatment; and 3.establishes a policy that addresses nepotism with regard to hiring, supervision, and promotion
5.4	The program promotes open communication and collaboration by: 1.holding regular staff meetings; 2.keeping personnel informed about any changes or potential changes at the program; 3.giving personnel ample time to discuss their ideas for and concerns about the program; and 4. providing feedback to personnel about their suggestions and recommendations.
5.5	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.
5.6	The program encourages initiative, creativity, and innovation and rewards and recognizes the contributions of personnel.
5.7	The program annually measures personnel satisfaction and the rate of personnel turnover, and takes action to address identified satisfaction and retention concerns.
5.8	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.
5.9	The program establishes a formal mechanism, including steps and timeframes, through which employees can express and resolve grievances.
5.10	Employee workloads support the achievement of positive outcomes for children and youth, are regularly reviewed, and are based on an assessment of the following: 1.the qualifications, competencies, and experience of personnel, including the level of supervision needed; and 2.the work and time required to accomplish assigned tasks and job responsibilities.
5.11	Personnel work well together, and: 1.cooperate with each other; 2.are respectful of each other; 3.provide role models of positive adult relationships; and 4.communicate with each other while the program is in session to ensure that the program flows smoothly

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Self-Study Evidence

List of program personnel that includes:

1. name;
2. job title;
3. degree held and/or other credentials;
4. FTE;
5. length of employment at the program; and
6. time in current position

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Administration and Management Standards	
6.0	Supervision and Performance Review
6.1	The program has a system for supervision and performance review that holds both supervisors and supervised personnel accountable for performance and promotes personnel development, performance improvement, and positive outcomes.
6.2	Supervisors are responsible for: 1. empowering personnel; 2. providing personnel with support, guidance, and learning opportunities through regular and ongoing consultation, coaching, mentoring, observation, and constructive feedback; 3. modeling skills personnel need to perform their jobs; 4. identifying unmet training and performance improvement needs; 5. recognizing the signs and symptoms of depression, stress, low-energy, or burn-out; 6. ensuring that the program operates in a manner in line with its mission, philosophy, goals, and policies and procedures; and 7. working collaboratively with personnel on an ongoing basis to set, understand and monitor the expectations of their position and of the supervisory relationship.
6.3	When assigning supervisory responsibilities, the program considers: 1. the qualifications of the supervisor and the personnel he or she will support; and 2. other work responsibilities, and the amount of time the supervisor will have to support personnel.
6.4	The program has a standardized process for providing personnel with written performance reviews at regular intervals that involve both personnel and their supervisors.
Self-Study Evidence ○ Discrimination policy ○ Harassment policy ○ Copies of attorney, administrative agency or court opinions indicating the program's personnel policies comply with applicable laws and regulations ○ Personnel grievance policy and procedures ○ Aggregated personnel satisfaction and retention information ○ Review/analysis reports regarding compliance with legal requirements ○ Nepotism policy (CYD-HR 6.02) ○ Staff meeting schedules, agendas, and/or minutes ○ Methods used to obtain personnel input and provide feedback about their suggestions ○ Grievance reports ○ Reports or meeting minutes related to retention/satisfaction issues and improvement action, if necessary ○ Documentation demonstrating that personnel are provided with paid time to plan, set up, etc. ○ Documentation of benefits provided ○ Criteria used for assigning and evaluating workloads ○ Personnel records	

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Administration and Management Standards	
7.0	Personnel Records
7.1	The program maintains personnel records.
7.2	Personnel records are kept up to date and contain: identifying information; emergency contact information; application for employment and hiring documents, including job postings, interview notes, and reference verification; signed job description; compensation documentation, as appropriate; records of education, experience, and training, including first-aid and CPR certification; performance reviews and all documentation relating to performance, including disciplinary actions and termination summaries, if applicable; and health information or reports from physical examinations, when applicable.
7.3	Access to personnel records is limited to authorized personnel on a need-to-know basis.
7.4	Personnel may review, add, and correct information contained in their records, in accordance with applicable law.
Self-Study Evidence	
○ Program staffing chart that includes lines of supervision ○ Criteria for assigning supervisory responsibilities ○ Performance review forms/templates or description of review process ○ Job descriptions of supervisors ○ Documentation regarding supervision process ○ Documentation of supervision (e.g., supervision logs) ○ Performance reviews ○ Documentation of timelines for performance reviews (e.g., in policies, procedures, and/or employee manual)	

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Administration and Management Standards	
8.0	Volunteers
8.1	Volunteers receive sufficient and appropriate orientation, training, support, and supervision.
8.2	Volunteers receive an orientation and training that addresses: the program's goals; and the program's expectations of the volunteer, including the volunteer's roles and responsibilities.
8.3	Volunteers are adequately supervised by program personnel at all times.
8.4	The program maintains essential information about volunteers, including identifying information and emergency contact information.
8.5	The program ensures that volunteers feel recognized and appreciated for their service.
Self-Study Evidence	
o Procedures regarding access to personnel records	
o Personnel records	

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Administration and Management Standards	
9.0	Legal and Regulatory Authorization and Compliance
9.1	The program complies with applicable laws and regulations.
9.2	The program possesses relevant licenses, if applicable, and displays documents in an area visible to the public.
9.3	The program meets applicable laws, regulations, guidelines, and codes, including those related to health and safety.
9.4	The program operates as, or as part of, a legally-authorized entity. For example, the program may operate as: • a public agency, such as a school or the military; • a nonprofit with a governing body incorporated or authorized to conduct business in the state where it operates or is headquartered and has a duly promulgated charter, constitution, and/or bylaws; • a nonprofit organized as an identified sub-unit of a religious body that has legal status or is an identified sub-unit of another legal entity recognized under state law; • a corporation sole; or • a for-profit organized as a corporation, partnership, sole proprietorship, limited liability company, or association with a duly promulgated charter and other appropriate governing documents
Self-Study Evidence ○ Policies and/or procedures regarding the use of volunteers, including training, supervision, and recognition efforts ○ Program staffing chart that includes lines of supervision of volunteers ○ Orientation and training materials for volunteers ○ Volunteer files/records	

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Administration and Management Standards	
10.0	Program Planning, Guidance, and Oversight
10.1	Program personnel manage program planning and collaborate with parties that provide oversight and guidance.
10.2	Long-term program planning involves relevant personnel and other stakeholders, including children and youth and their families, and includes: • envisioning and setting the program's direction; • reviewing the program's mission, values, and mandates; • identifying and assessing strengths, weaknesses, challenges, and critical issues; establishing goals and objectives that flow from the program's mission and responsibilities; and devising strategies for meeting identified goals.
10.3	Program personnel work with, and provide reports or updates to, the person or entity responsible for providing oversight.
10.4	The program receives guidance from a group that: • includes relevant stakeholders, such as parents, community representatives, or others with an interest in the program and its mission; • receives support and information from the program; and • provides feedback about programming, outcomes, and the community's perception of the program
Self-Study Evidence ○ A list of licenses applicable to the program, including the oversight bodies that issue and monitor them ○ A letter signed by the Program Administrator or Director and, if applicable, the person or entity responsible for oversight, certifying that the program is in compliance with license requirements and meets applicable laws, regulations, guidelines, and codes ○ Bylaws/charter/articles of incorporation, or other documentation showing the program operates as (or as part of) a legal entity ○ Relevant licenses or documentation of exemption/non-applicability ○ Documentation of compliance with applicable laws, regulations, guidelines, and codes ○ Reports from licensing/regulatory review, as applicable	

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Administration and Management Standards	
11.0	Ethical Practices
11.1	The program earns and sustains the public's trust through honest, truthful, and responsible conduct, transactions, partnerships, and relationships.
11.2	The program promotes open, transparent, and ethical operations by: - providing the public with access to clear, timely, and accurate information about the program's activities and finances; and - accurately conveying its mission in all communications that contain such a representation (e.g., in flyers distributed to community members, or in applications for funding).
11.3	A program that raises funds by individual solicitation from the general public: - accurately describes the purpose for which solicitations are being made; - spends funds for the purposes they were solicited, with the exception of reasonable costs for administration of the fundraising program; - maintains accounting segregation for restricted funds; and - respects donor confidentiality requests.
11.4	Conflict of interest policies and procedures ensure that contracts and business arrangements serve the program's and program participants' best interests, not private interests.
11.5	Conflict of interest policies and procedures ensure that personnel, members of the entity providing oversight, members of the group providing guidance, and community partners who have a financial interest in the program's operations, assets, business transactions, or leases: - disclose this information; and - do not participate in any discussion or vote taken with respect to such interests.
11.6	Personnel know and follow an appropriate code of ethics in making decisions and fulfilling their professional responsibilities.
Self-Study Evidence - Conflict of interest policies and procedures - Provide a description of the code(s) of ethics staff use in making decisions and fulfilling their professional responsibilities - Policies and procedures for all fundraising practices, including confidentiality of donors - Mission statement - Annual report, Form 990, program brochures/literature, and/or other publicly available documents - Financial statements/reports - Contracts/agreements, if applicable	

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Administration and Management Standards	
12.0	Research Protections
12.1	A program that participates in or permits research involving children and youth or their families: • ensures that all research is conducted in accordance with applicable legal requirements; • has a mechanism to review and approve or deny research proposals; • establishes that children and youth and their parents or legal guardians have the right to refuse to participate without penalty; • informs children and youth and their parents or legal guardians about the nature and purpose of the research, and any possible risks or discomfort, as applicable; • obtains consent forms signed by research participants and their parents or legal guardians; • and guarantees protection of research participants' identity and confidentiality.
Self-Study Evidence o Informed consent forms for research activities o Minutes from research proposal meetings o Human subject research policy and procedures	

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Administration and Management Standards	
13.0	Financial Planning and Management
13.1	Positive financial outcomes are achieved through sound financial planning, management, and oversight.
13.2	An annual operating budget: supports the program's mission and goals; serves as a plan for managing the program's financial resources; and includes a statement of revenues and expenditures.
13.3	The program implements a financial record keeping system for revenues and expenses, and records are kept up-to-date and balanced monthly.
13.4	The program regularly evaluates its financial status.
13.5	The program establishes an internal financial control system that includes mechanisms for: • review and approval by management and entities responsible for oversight; • management or review by more than one person, when possible; • assurance that management directives are carried out; • prevention of error, mismanagement, or fraud; • safeguarding and verification of assets; and • segregation of duties to the extent possible.
Self-Study Evidence	
○ Program budget for the current fiscal year ○ Internal financial control procedures ○ Audit and management letter, if applicable ○ Budget planning procedures/process ○ Documents and reports that demonstrate budget planning ○ Financial records ○ Analysis of financial performance/status	

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Administration and Management Standards	
14.0	Risk Management and Review
14.1	The program identifies and reduces potential loss and liability.
14.2	At least annually, the program identifies potential operational risks and specifies ways to reduce or eliminate risks.
14.3	The program: - documents and reviews all incidents and accidents that involve the threat of or actual harm, including serious illnesses, serious injuries, and deaths; - reports all such incidents and accidents to the person or entity responsible for providing oversight; and trains staff on their reporting responsibilities.
14.4	The program conducts and documents a quarterly review of incidents, accidents, and grievances related to: - serious illnesses, serious injuries, and deaths; - facility safety; - administering or storing medications, as applicable; - situations where a person was determined to be a danger to himself/herself or others; - and activities or other practices that involve risk.
14.5	The program is adequately insured and possesses a copy of its insurance coverage certificate.
Self-Study Evidence - Procedures for conducting annual assessments of potential risks - Procedures for reviewing and reporting incidents and accidents that involve the threat of or actual harm - Quarterly and annual risk management reports, including analyses and improvement action plans, as applicable - Minutes from meetings where risk prevention and management activities are reviewed, and improvement actions discussed and implemented, as applicable - Incident, accident, and grievance reports (for the last two quarters) - Current insurance policies, with descriptions, amounts, and dates of coverage	

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Administration and Management Standards	
15.0	Information Management and Security
15.1	The program appropriately maintains and protects information related to program planning, operations, and evaluation.
15.2	The program has an information management system that supports and facilitates program planning, operations, and evaluation.
15.3	The program protects confidential and other sensitive information from theft, unauthorized use, damage, or destruction by: • limiting access to authorized personnel on a need-to-know basis; • maintaining paper records in a secure location; • using firewalls, anti-virus and related software, and other appropriate safeguards; • and backing up electronic data, with copies maintained off premises when possible.
Self-Study Evidence	
o Information management procedures/guidelines	

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Administration and Management Standards	
16.0	Files of Children and Youth
16.1	Files of children and youth contain accurate and sufficient information and are properly maintained.
16.2	The program maintains files for all children and youth.
16.3	Files of children and youth comply with any applicable legal requirements and contain relevant information, including: 1. registration or enrollment forms; 2. current emergency contact information that is updated at least annually; 3. attendance records for the current school or calendar year; 4. evidence of ongoing communication with parents or other family members; 5. information about and consent/authorization forms related to relevant health information and needs, including medication permission forms, if applicable, updated at least annually; 6. information about and consent/authorization forms related to special needs, if applicable, updated at least annually; 7. any additional consent forms or permission slips, including authorizations for pick-up, if applicable; 8. assessments of child learning and development, if applicable; 9. accident report forms, if applicable; 10. payment receipts, if applicable; and 11. relevant school day data, if applicable.
16.4	Files of children and youth are maintained by authorized personnel and are: specific, factual, relevant, and legible; kept up to date; and signed and dated by personnel, where appropriate.
16.5	Files of children and youth are maintained and disposed of in a manner that protects privacy and confidentiality.
16.6	Access to confidential files meets legal requirements, and is limited to: children and youth and/or, as appropriate, their parents or legal guardians or designated legal representatives; personnel authorized to access specific information on a "need-to-know" basis; auditors, contractors, and licensing or accrediting personnel, consistent with the program's confidentiality policy; and others who are permitted access, as applicable.
16.7	At least bi-annually the program conducts a review of child and youth files to evaluate the presence, clarity, and continuity of required documents, using a uniform tool to ensure consistency.
Self-Study Evidence ○ Policies and procedures for accessing files ○ Sample form used for file review ○ File content and maintenance procedures ○ Aggregate data from file reviews for the previous year (i.e., the past two bi-annual reviews), with any related corrective action plans	

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Administration and Management Standards	
17.0	Continuous Quality Improvement
17.1	The program develops and implements a system for promoting continuous quality improvement.
17.2	The program creates a culture that promotes excellence and continual improvement, and focuses on promoting satisfaction and positive outcomes.
17.3	The program sets forth desired goals and outcomes that are aligned with its mission and merit ongoing monitoring.
17.4	The program works with key stakeholders, including personnel, children and youth, families, and community partners, to collect, aggregate, and analyze data relevant to desired goals and outcomes
17.5	Based on findings, the program identifies challenges and makes any needed improvements.
17.6	Information about findings and program improvements is communicated to key audiences and stakeholders.
Self-Study Evidence ○ List of desired goals and outcomes, along with a plan or description that addresses how the program plans to achieve these goals and promote these outcomes ○ Description of: 1. what is being measured, and 2. methods/instruments for collecting data ○ Improvement plans, if applicable ○ Detailed description or plan that outlines the program's CQI system/process ○ Summary documents or reports provided to stakeholders about findings and program improvements ○ Long term plan ○ Instruments for collecting data ○ Aggregate analyses of results and/or minutes from meetings analyzing results	

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After School and Youth Development	
Children and youth who participate in After School and Youth Development programs gain the personal, social, emotional, and educational assets needed to support healthy development, increase well-being, and facilitate a successful transition through childhood, adolescence, and into adulthood.	
1.0	Outreach and Program Accessibility
1.1	The program collaborates with community partners and resources to reach local children and youth and minimize barriers to their participation.
1.2	The program conducts ongoing outreach to inform and educate the public about: program goals and the activities offered; and the benefits of the program, and the impact on children, youth, and families served.
1.3	The program encourages a high level of participation by: 1. offering engaging activities appropriate to the interests, needs, ages, abilities, and developmental levels of children and youth; 2. instituting flexible attendance policies, when appropriate; 3. scheduling programming during hours when children and youth can fully participate in activities and utilize facilities; 4. designing a program environment that appeals to children and youth of all ages for which services are provided; 5. charging reasonable fees and accessing sources of subsidy that can help make the program affordable for families; 6. collaborating with community partners to resolve transportation barriers and ensure that children and youth have safe, affordable access to the program, when possible and appropriate; 7. accommodating the needs of different language speakers, to the extent possible; and 8. meeting an identified need in the community.
1.4	Programming information is publicized in areas where children, youth, and families are likely to access it.
Self-Study Evidence ○ Outreach strategies and informational materials ○ Programming information made available to children, youth, and families ○ Attendance policies ○ Program hours of operation ○ Fee schedule ○ Provide a description of outreach efforts	

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After School and Youth Development	
2.0	Program Mission and Philosophy
2.1	The program's mission and philosophy are responsive to the needs and aspirations of the community and guide program administration, planning, implementation, and evaluation.
2.2	A written mission statement is responsive to the needs and aspirations of the community, and sets forth the program's goals.
2.3	The program is guided by a philosophy that: 1. sets forth a logical approach for how the services, supports, and activities offered will meet the needs of children, youth, families, and the community; 2. encourages the involvement of children and youth in developing and implementing program activities; 3. maximizes the potential of children and youth by recognizing and fostering individual strengths and interests; and 4. guides the development and implementation of activities and supports based on program goals and best practices.
Self-Study Evidence ○ Mission statement ○ Provide a description of the philosophy that guides the program	

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After School and Youth Development	
3.0	Registration and Orientation
3.1	The program enrolls, orients, and collects relevant information from children and youth and their families.
3.2	During registration or orientation, children and youth and their families are: 1. informed about program goals, activities, and hours of operation; 2. explained their rights, including any obligations the program has to them; 3. informed about rules, responsibilities, expectations, and any factors that can result in removal from the program; 4. welcomed to the program by current participants; 5. offered a tour of the facility; and 6. introduced to staff and program participants.
3.3	Prompt, responsive registration practices: 1. support timely program enrollment; 2. ensure equitable treatment; and 3. provide for placement on a waiting list, if desired.
3.4	The program collects relevant information from children and youth and their families, including: 1. identifying information, including name and date of birth; 2. address; 3. current emergency contact information that is updated at least annually; 4. information about and consent forms related to special needs, including medical needs, if applicable, updated at least annually; 5. additional consent forms or permission slips, as needed; 6. authorizations for pick-up, if applicable; and 7. relevant school day data, if applicable for the program.
3.5	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: the amount that will be charged; when fees or co-payments are charged, changed, refunded, waived, or reduced; the manner and timing of payment; and the consequences of nonpayment.
3.6	The program states in writing circumstances under which it will allow participation by minors without consent from a parent or legal guardian, and provides this information upon request.

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Self-Study Evidence

- Informational materials provided to children, youth, and families o
- Registration or admission form
- Rights and responsibilities information provided to children, youth, and families o Fee schedule o Waiting list
- Policy for providing services to children and youth without the consent of parents or legal guardians o Fee schedule
- Provide a description of orientation practices

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After School and Youth Development	
4.0	Building Healthy Relationships Between Children and Youth and Adults
4.1	Children and youth develop positive, supportive relationships with personnel.
4.2	Personnel are actively engaged with children and youth, and relate to them in positive ways by: 1. helping them feel welcome, comfortable, and supported; 2. recognizing their positive accomplishments; 3. treating them with respect; 4. listening to what they say; 5. responding to them with interest, acceptance, and appreciation; and 6. being consistent and following through on what they say they will do.
4.3	Personnel recognize and respond appropriately to the individual needs, interests, and abilities of children and youth.
4.4	Personnel promote autonomy and learning by: 1. asking questions that encourage children and youth to think for themselves; 2. sharing skills and resources that help children and youth solve problems; 3. varying the approaches they use to help children and youth learn; 4. involving children and youth in programming decisions; 5. encouraging children and youth to assess their own strengths and set goals for personal improvement; and 6. engaging children and youth in conversations.
4.5	Personnel encourage children and youth to make choices and become more responsible by: 1. offering assistance in a way that supports initiative; 2. assisting without taking control; 3. encouraging children and youth to take on progressive roles of leadership; 4. giving children and youth frequent opportunities to choose what they will do, how they will do it, and with whom; and 5. assisting children and youth in making informed and responsible choices.
Self-Study Evidence	
Provide a description of how personnel support children and youth and promote positive relationships	

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After School and Youth Development	
5.0	Promoting Positive Behavior and Healthy Peer Relationships
5.1	Personnel use positive techniques to support and guide behavior and promote respectful, cooperative interactions among children and youth.
5.2	Rules and behavioral expectations: 1. set clear and appropriate limits; 2. are developed with input from children and youth enrolled in the program; and 3. are conveyed and enforced in a fair, consistent manner.
5.3	Personnel support positive behavior by: 1. developing positive relationships with children and youth; 2. helping children and youth develop and practice appropriate social skills; 3. building on strengths and reinforcing positive behaviors such as sharing, cooperating, caring for materials, and joining in activities; 4. encouraging children and youth to resolve their own conflicts, when possible and appropriate; 5. responding consistently to issues; 6. recognizing signs of boredom and redirecting as needed; and 7. modeling appropriate behavior by interacting with other personnel in a positive, respectful manner.
5.4	Children and youth have opportunities to socialize with their peers.
5.5	Children and youth generally interact in positive ways, and: 1. appear relaxed and involved with each other; 2. show respect for each other; and 3. cooperate and work well together.
5.6	In an effort to eliminate bullying and victimization, personnel: 1. are able to recognize when a child or youth may be experiencing bullying; 2. intervene immediately and appropriately when bullying occurs; 3. follow up individually with the involved children and youth; 4. document the incident; and 5. follow up with the involved parties and other program staff to make sure the bullying does not continue.
5.7	When children and youth have special behavioral needs or issues, personnel respond appropriately.
5.8	Program policy prohibits negative approaches to behavior management, including, but not limited to: 1. corporal punishment; 2. aversive stimuli; 3. withholding nutrition or hydration; 4. inflicting physical or psychological pain; 5. demeaning, shaming, or degrading language or activities;

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	6. unnecessarily punitive restrictions; 7. forced physical exercise to eliminate behaviors; 8. punitive work assignments; 9. punishment by peers; and 10. group punishment or discipline for individual behavior.
Self-Study Evidence ○ Behavior support and management policies and procedures, including policies and/or procedures regarding children and youth with special behavioral needs or issues ○ Policies for prohibited interventions ○ Provide a description of how the program promotes positive behavior and healthy peer relationships ○ Program rules and behavioral expectations	

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After School and Youth Development	
6.0	Programming and Activities
6.1	Program activities provide opportunities to build skills, explore interests, experience a sense of self-efficacy and belonging, and contribute to the community.
6.2	The daily schedule: 1. is flexible; 2. provides stability without being rigid; 3. allows children and youth to meet their physical needs (e.g., water, food, restroom) in a relaxed way; 4. allows children and youth to move smoothly from one activity to another, usually at their own pace; and 5. facilitates smooth transitions when it is necessary for children and youth to move as a group.
6.3	Children and youth have opportunities to participate in a wide variety of engaging and challenging activities that are designed to promote clear and specific goals.
6.4	Activities reflect, support, and are suited to: 1. the mission, philosophy, and goals of the program; 2. the styles, abilities, and interests of children and youth in the program; 3. the age range of children and youth in the program; and 4. the languages and cultures of the children and youth in the program.
6.5	Children and youth have: 1. opportunities to choose among program activities; and 2. the right to opt out of any program activity or field trip.
6.6	Children and youth are involved in developing, planning, implementing, and evaluating activities, policies, and initiatives that reflect their needs and interests.
6.7	Program materials are: 1. in good condition; 2. sufficient for the number of children and youth in the program; 3. developmentally appropriate for the age range of the children and youth in the program; and 4. appropriate to the activities offered.
6.8	Program involvement gives children and youth opportunities to: 1. participate in active learning experiences; 2. develop new skills and positive interests; 3. make decisions and solve problems; 4. assume leadership roles; 5. get to know and become involved with their neighborhoods and communities; and 6. gain confidence in their personal abilities.
6.9	When children and youth have opportunities to go on field trips or participate in high-risk activities, the program obtains written, signed permission slips from their parents or legal guardians.

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6.10	If an activity produces adverse effects or is deemed unacceptable according to prevailing professional standards, it is discontinued.
Self-Study Evidence	
○ Daily schedules for past month ○ Provide a description of programming and activities ○ Provide a description of how children and youth are involved in developing, planning, implementing, and evaluating activities, policies, and initiatives ○ Program curricula and/or lesson plans (for previous quarter) ○ Program planning materials ○ Permission slips or documentation indicating that permission slips have been obtained ○ Attendance records (showing totals for each day and weekly averages)	

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After School and Youth Development	
7.0	Academic Programming
7.1	Children and youth participate in academic activities that help them to succeed in school.
7.2	Programs that provide academic programming in partnership with schools collaborate with school personnel to: 1. identify and recruit potential program participants; 2. develop program activities that are aligned with and complement the school curricula; 3. obtain needed resources; 4. share information about and address the needs, issues, and progress of children and youth; 5. facilitate communication between schools and families; and 6. discuss the successes, challenges, goals, and outcomes of the partnership.
7.3	The program offers activities that are designed to promote learning in at least one of the following academic areas: • literacy and language arts; • math; • science; and/or • social studies.
7.4	Children and youth are engaged in high-quality academic activities that: 1. are focused on achieving clear and specific learning goals and objectives that are aligned with state and local academic standards; 2. provide active learning experiences; 3. are based on a curriculum that reflects current research on promoting learning in the academic field in question; and 4. build upon one another to facilitate a step-by-step approach to learning, when possible.
7.5	Time is allocated for homework completion, homework help, and tutoring.
7.6	Personnel who provide academic activities are qualified to do so, and receive training that addresses: 1. best practices in programming for the relevant academic areas; 2. state and local academic standards; and 3. instructional skills and strategies.
7.7	Children and youth are helped to navigate transitions between grades and schools, when applicable.

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Self-Study Evidence

- Daily schedules for past month
- Provide a description of academic activities
- Documentation of collaboration with school personnel
- Program curricula and/or lesson plans (for previous quarter)
- Program planning materials
- Qualifications of personnel providing academic activities (e.g., in personnel records)
- Staff training materials
- Documentation that staff training has been provided (e.g., in training files or personnel records)

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After School and Youth Development	
8.0	Indoor Environment
8.1	Program activities take place in safe, supportive settings that promote personal growth and healthy development.
8.2	The program setting is welcoming and engaging and helps children and youth feel physically and emotionally safe, comfortable, and supported.
8.3	There is enough room in the indoor space for the activities offered.
8.4	The indoor space is arranged well for the range of activities offered.
8.5	The indoor space is arranged so that various activities can go on at the same time without much disruption.
8.6	In order to help children and youth take initiative and explore their interests, the indoor space is arranged so that they can: 1. get materials out and put them away by themselves with ease; and 2. move materials and equipment to suit their activities.
8.7	There is adequate and convenient storage space for equipment, materials, and personal possessions of children, youth and personnel.
Self-Study Evidence o Provide a description of indoor environment	

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After School and Youth Development	
9.0	Outdoor Environment
9.1	The outdoor environment meets the needs of children and youth and allows them to be independent and creative.
9.2	The outdoor space is suitable for a wide variety of activities. • 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 outdoor space is small, the time children and youth spend outdoors is staggered so that they are not crowded during outdoor activities.
9.3	Children and youth have frequent, regular opportunities to participate in outdoor activities.
9.4	Children and youth can easily access a variety of outdoor equipment and games.
9.5	Permanent playground equipment is suitable for the ages, sizes, and abilities of children and youth.
Self-Study Evidence o Provide a description of outdoor environment	

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After School and Youth Development	
10.0	Nutrition and Physical Fitness
10.1	The program supports and encourages healthy eating and physical fitness.
10.2	The program promotes healthy eating and good nutrition by: 1. making drinking water readily available at all times; 2. serving healthful foods; 3. offering amounts and types of food that are appropriate for the age and size of children and youth; 4. providing snacks and meals at appropriate times; 5. training personnel on how to provide healthful offerings; 6. educating children and youth about healthy eating habits and choices; and 7. creating an environment that encourages healthy eating habits.
10.3	The program supports and encourages the physical fitness of children and youth by: 1. offering high-quality activities that engage children and youth in moderate to vigorous physical activity for at least 30 to 60 minutes per day; 2. training personnel to plan, organize, and implement physical activities that are safe, appropriate, and engaging; 3. establishing a social culture that encourages children and youth to enjoy and participate in physical activity; 4. limiting the amount of "screen time" permitted each day; and 5. designing the activity schedule so that children and youth do not sit for more than one hour at a time.
10.4	Appropriate protective sports equipment is used that: 1. meets minimum safety requirements; 2. accommodates heavy usage; 3. is appropriate to the age and capabilities of participants; and 4. is maintained in a safe, hygienic manner.
Self-Study Evidence ○ Menus (for previous month) ○ Daily schedules for past month ○ Provide a description of how the program promotes nutrition and physical fitness	

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After School and Youth Development	
11.0	Specialized Sports and Fitness Programming
11.1	Children and youth participate in specialized sports and fitness activities that help them to develop fitness and athletic abilities.
11.2	The program offers specialized activities that are designed to promote learning and skill acquisition related to specific sports and/or physical fitness.
11.3	The program obtains relevant medical information from children, youth and families prior to participation in specialized sports or fitness activities.
11.4	Children and youth are engaged in high-quality sports or fitness activities that: 1. are planned and organized based on the ages and abilities of children and youth; 2. include instruction on rules and/or strategies relevant to the sports or fitness activity, including the use of equipment, as appropriate; 3. are focused on helping participants achieve clear and specific goals; 4. build upon one another to facilitate a step-by-step approach to learning and practice, when possible; 5. promote positive sportsmanship; and 6. maximize play or activity time for all children and youth, regardless of ability.
11.5	The program maintains an automated external defibrillator (AED) in a well-marked, accessible location proximate to the areas where sports and fitness activities are held.
11.6	Personnel are qualified to facilitate and oversee sports and fitness activities, and receive training that addresses: 1. best practices and techniques for the relevant sports/fitness areas, as appropriate for children and youth; 2. instructional skills and strategies; 3. safety and injury prevention; and 4. how to use an AED.
Self-Study Evidence o Daily schedules for past month o Provide a description of specialized sports and fitness activities	

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After School and Youth Development	
12.0	Health and Wellness
12.1	The program protects and promotes the health of children and youth.
12.2	Personnel are responsive to the individual health needs of children and youth.
12.3	The indoor and outdoor facilities are clean.
12.4	There are adequate supplies and facilities for hand washing and personnel, children, and youth are encouraged to wash hands frequently, especially before preparing food or after using the toilet.
12.5	The temperature, ventilation, noise level, and light in the indoor space are comfortable.
12.6	When children and youth become ill or are injured, personnel: 1. separate the child or youth from other program participants; 2. take proper health precautions when supervising the child or youth; and 3. notify the child's or youth's parents or legal guardians.
12.7	Program policy prohibits smoking anywhere on the premises.
12.8	The program implements a targeted tuberculosis testing program for personnel who are in direct contact with children and youth, as appropriate given the identified service population and as required by law or regulation.
Self-Study Evidence ○ Hygiene procedures, including expectations for hand washing ○ Procedures for meeting health needs and minimizing risk of exposure to contagious or infectious disease ○ Procedures for maintaining cleanliness in the indoor and outdoor space ○ Procedures for tuberculosis testing	

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After School and Youth Development	
13.0	Safety
13.1	The program ensures the safety of children, youth, and personnel on its premises.
13.2	There are no observable safety hazards in the indoor space, and materials used for indoor play are safe.
13.3	There are no observable safety hazards in the outdoor space, and equipment for active play is safe.
13.4	The program develops an emergency response plan that addresses: 1. training personnel on how to respond in case of emergency; 2. training children and youth on how to respond in case of emergency; 3. maintaining emergency numbers, including police, fire, ambulance, and poison control, both on- and off-site; 4. coordinating with emergency responders, and accessing emergency transportation both on- and off-site; 5. coordinating and communicating with the families of children and youth; 6. coordinating with appropriate local, state, and federal governmental authorities; 7. evacuating persons with mobility challenges and other special needs; 8. accounting for the whereabouts of children, youth, and personnel; and 9. maintaining a readily accessible telephone for incoming and outgoing calls, both on- and off-site.
13.5	The program: 1. conducts fire drills according to legal requirements, and at least monthly; and 2. documents fire drills when they are held.
13.6	Indoor and outdoor facilities and equipment are properly maintained through: 1. regular inspections; 2. preventive maintenance by a qualified professional; 3. a monthly review of the heating, fire extinguishers, fire safety, lighting, and other systems; 4. a review of vehicle safety inspections; and 5. quick responses to emergency maintenance issues and potentially hazardous conditions.
13.7	Personnel directly involved in medication control and administration receive training and demonstrate competence in medication control and administration, and knowledge of applicable legal requirements.
13.8	Protocols and controls governing the proper administration and storage of medication include: 1. locked, supervised storage with access limited to authorized personnel; 2. use of child resistant packaging and labeling with the name of the child or youth, medication name, dosage, and prescribing physician name;

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	3. appropriate disposal of out-of-date or unused medication, or medication prescribed to former persons served; 4. a record of who received medications, what medications were administered, and when and by whom medications were administered; and 5. protocols for the administration of over-the-counter medications.
13.9	When adverse effects of medication are observed, personnel discuss such concerns with the child's or youth's parent or legal guardian.
13.10	A program that permits or requires the use of program- or privately-owned vehicles in the course of its operations requires: 1. the use of age-appropriate passenger restraint systems; 2. adequate passenger supervision, as mandated by statute or regulation; 3. proper maintenance of vehicles; 4. current registration and inspection of vehicles; 5. annual validation of licenses and driving records; and 6. proper insurance for vehicles and passengers.
13.11	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.
13.12	The program is prepared to treat injuries and respond to accidents and medical emergencies by: 1. maintaining poison control information and first aid supplies and manuals; and 2. consulting with a health professional, as necessary, to develop procedures for such situations.
13.13	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.
13.14	When computer access is offered to participants: 1. children, youth, and staff are trained on internet safety and the program's internet usage policies and procedures; and 2. the program has appropriate internet safety measures in place to prevent access to specific sites or inappropriate content.

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Self-Study Evidence

- Procedures for maintaining safety in the indoor and outdoor space
- Emergency response plan and preparedness procedures
- Maintenance procedures
- Medication management procedures or protocols
- Procedures for vehicle use, inspection, maintenance, and operation
- Emergency preparedness training materials
- Documentation that emergency preparedness training has been provided (e.g., in training files or personnel records)
- Record of fire drills held o Maintenance inspection reports
- Medication logs
- Documentation that medication management training has been provided (e.g., in training files or personnel records)
- Accident, injury, and illness reports
- CPR and first aid certifications
- Computer usage policies and procedures
- Training curricula and/or information on computer usage provided to children, youth, and personnel

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After School and Youth Development	
14.0	Family Connections
14.1	Connections with families increase the ability of the program to support children and youth.
14.2	Family members are treated with respect and helped to feel welcome and comfortable. For example: • 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.
14.3	Personnel support family involvement by: 1. offering orientation sessions for the families of new program participants; 2. developing and distributing a handbook of program policies, procedures, and rules for families; 3. keeping families informed about program activities and events; 4. allowing family members to visit during operating hours; and 5. encouraging families to give input and become appropriately involved with the program.
14.4	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.
14.5	Personnel and families work together to make arrivals and departures go smoothly.
Self-Study Evidence ○ Table of contents of handbook for families ○ Policies and/or procedures regarding family involvement ○ A description of family involvement	

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After School and Youth Development	
15.0	Community Involvement and Partnerships
15.1	Connections with community members, organizations, and institutions increase the ability of the program and community to support and engage children and youth.
15.2	The program develops a list of community resources and organizations, and partners with them to: 1. expand and enhance program offerings and activities; 2. secure access to needed space, facilities, and other resources; 3. provide personnel with appropriate opportunities for training and professional development; 4. help children and youth get to know and become involved with the community; and 5. obtain information about resources needed to meet families' needs.
15.3	In an effort to promote smooth program operations, when the program is housed at a site operated by another organization or agency (such as a school), the program develops relationships and communicates frequently with the program host.
Self-Study Evidence - o A description of collaboration efforts - o List of community partners and resources - o Documentation of collaboration efforts - o Documentation of activities that connect children and youth with their community	

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After School and Youth Development	
16.0	Supervision
16.1	The program ensures the safety of children and youth by providing sufficient and appropriate supervision at all times.
16.2	The program implements a supervision system that enables personnel to: 1. know where children and youth are, and what they are doing, at all times; and 2. protect younger children when they move from place to place or use the restroom.
16.3	The ratio of personnel to children and youth is based on the ages and abilities of children and youth, and is: 1. between 1:10 and 1:15 when all children and youth are age six and older; and 2. between 1:8 and 1:12 when the program includes children under age six.
16.4	Personnel plan for and provide different levels of supervision according to: 1. the type, complexity, and level of risk or difficulty of activities; and 2. the ages, abilities, developmental levels, and needs of children and youth.
16.5	The program ensures safety during arrivals and dismissals by: 1. working with parents or other appropriate family members; 2. noting when children and youth arrive, when they leave, and with whom they leave; 3. developing a system to keep unauthorized people from taking children and youth; and 4. establishing protocols for families or schools to contact the program if children and youth will be arriving late, leaving early, or absent.
16.6	There is a plan to provide adequate staff coverage: 1. when regular personnel are absent; and 2. in case of an emergency.
16.7	One-on-one interactions between personnel and children and youth are in public areas visible by at least one other adult.
Self-Study Evidence - o Program ratio - o Staff coverage schedule (for previous quarter) - o Procedures or plan for coverage during absences or emergencies - o Procedures governing arrivals and dismissals - o Provide a description of how the program ensures adequate and appropriate supervision at all times, and in all activities	

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After School and Youth Development	
17.0	Protecting the Rights of Children and Youth and their Families
17.1	The rights and privacy of children and youth, and their family members, are respected.
17.2	Children and youth, and their families, have the right to fair and equitable treatment including the right to be treated in a non-discriminatory manner.
17.3	The program has a system that program applicants, program participants, the family members of participants, and other stakeholders can use to express and resolve grievances/complaints, which includes: 1. the right to file a grievance without interference or retaliation; 2. timely written notification of the resolution and an explanation of any further appeal, rights or recourse; and 3. at least one level of review that does not involve the person about whom the complaint has been made or the person who reached the decision under review.
17.4	The program accommodates written and oral communication needs of children, youth, and their families by: 1. communicating, in writing and orally, in the languages of the major population groups served; 2. providing, or arranging for, bilingual personnel or translators or arranging for the use of communication technology, as needed; 3. providing telephone amplification, sign language services, or other communication methods for deaf or hearing impaired persons, to the extent possible; 4. providing, or arranging for, communication assistance for persons with special needs who have difficulty making their needs known; and 5. considering the person's literacy level.
17.5	Informed, written consent is obtained from children and youth, and their parents or legal guardians, prior to recording, photographing, or filming.
17.6	The program informs children, youth, and their parents or legal guardians, prior to the disclosure of confidential or private information, about circumstances when the program may be legally or ethically permitted or required to release such information without their consent.
17.7	When the program receives a request for the release of confidential information about a child or youth, or when the release of confidential information is necessary for program participation, prior to releasing such information, the program: 1. determines if the reason to release information is valid; 2. obtains informed, written authorization from the child or youth and a parent or legal guardian; and 3. offers a copy of the signed authorization to the parent or legal guardian, and maintains a copy in the child's file.

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17.8	The program enrolls children and youth with special needs and makes reasonable accommodations to help them fully participate in the program.
Self-Study Evidence	
○ Policy and procedures related to the rights of children, youth, and families ○ Rights and responsibilities information provided to children, youth, and families ○ Stakeholder grievance policy and/or procedures ○ Sample authorization form for release of confidential information ○ Confidentiality policy and procedures ○ Policies and/or procedures regarding enrolling and serving children and youth with special needs	