

We value and are in compliance with

School Age Program Quality Assessment Items for Out-of-School Time Modeled After State Standards and Standards from the David P. Weikart Center for Youth Program Quality

I. SAFE ENVIRONMENT	II. SUPPORTIVE ENVIRONMENT (continued)
Emotional Safety	Encouragement
1. Positive emotional climate	1. Staff uses non-evaluative language
2. Lack of bias	2. Staff asks open-ended questions
Healthy Environment	Child-Centered Space
1. Free of health and safety hazards	1. (SA) Well defined interest area
2. Clean and sanitary	2. (SA) Sufficient materials in interest areas
3. Adequate ventilation and lighting	3. (SA) Children's work displayed
4. Comfortable temperature	4. (SA) Children select displays
Emergency Preparedness	5. (SA) Open-ended materials
1. Posted emergency procedures	6. (SA) Easily accessible materials
2. Accessible fire extinguisher	7. (SA) Thirty minutes interest-based activities
3. Visible first-aid kit	
4. Appropriate safety equipment	
5. Supervised indoor entrances	
6. Supervised access to outdoors	
Accommodating Environment	III. INTERACTION
1. Sufficient Space	Managing Feelings
2. Suitable Space	1. (SA) Staff acknowledge feelings
3. Enough comfortable furniture	2. (SA) Staff asks children to explain situation
4. Flexible physical environment	3. (SA) Helps children respond appropriately
5. (SA) Appropriately sized furniture	4. (SA) Children suggest solutions
Nourishment	Belonging
1. Available drinking water	1. Opportunities for children to get to know each other
2. Plentiful food and drinks	2. Inclusive relationships
3. Nutritious food and drink	3. Children identify with program
	4. (SA) Structured small group activities
II. SUPPORTIVE ENVIRONMENT	School-Age Leadership
Warm Welcome	1. (SA) Practice group process skills
1. Children greeted	2. (SA) Opportunities to help another child
2. Staff warm and respectful	3. (SA) Structured opportunities to lead group
3. Positive staff body language	Interaction with Adults
Session Flow	1. (SA) Staff at eye level
1. Starts and ends on time	2. (SA) Staff works side by side
2. Materials ready	3. (SA) Staff circulates
3. Sufficient materials	4. (SA) Staff interacts positively
4. Explains activities clearly	
5. Appropriate time for activities	IV. ENGAGEMENT
Active Engagement	School-Age Planning
1. Children engage with materials or ideas	1. (SA) All children plan
2. Children talk about activities	2. Multiple planning strategies used
3. (SA) Children make connections	3. (SA) Share plans in tangible ways
Skill-Building	Choice
1. Learning Focus linked to activity	1. (SA) Authentic choice
2. Staff encourages children to try skills	2. (SA) Open-ended choices
3. Staff models skills	Reflection
4. Staff breaks down tasks	1. Intentional reflection
5. Support for struggling children	2. Multiple reflection strategies
	3. Structured opportunities to provide feedback
	Responsibility
	1. (SA) Opportunities for routine tasks
	2. (SA) Staff do not intervene intrusively