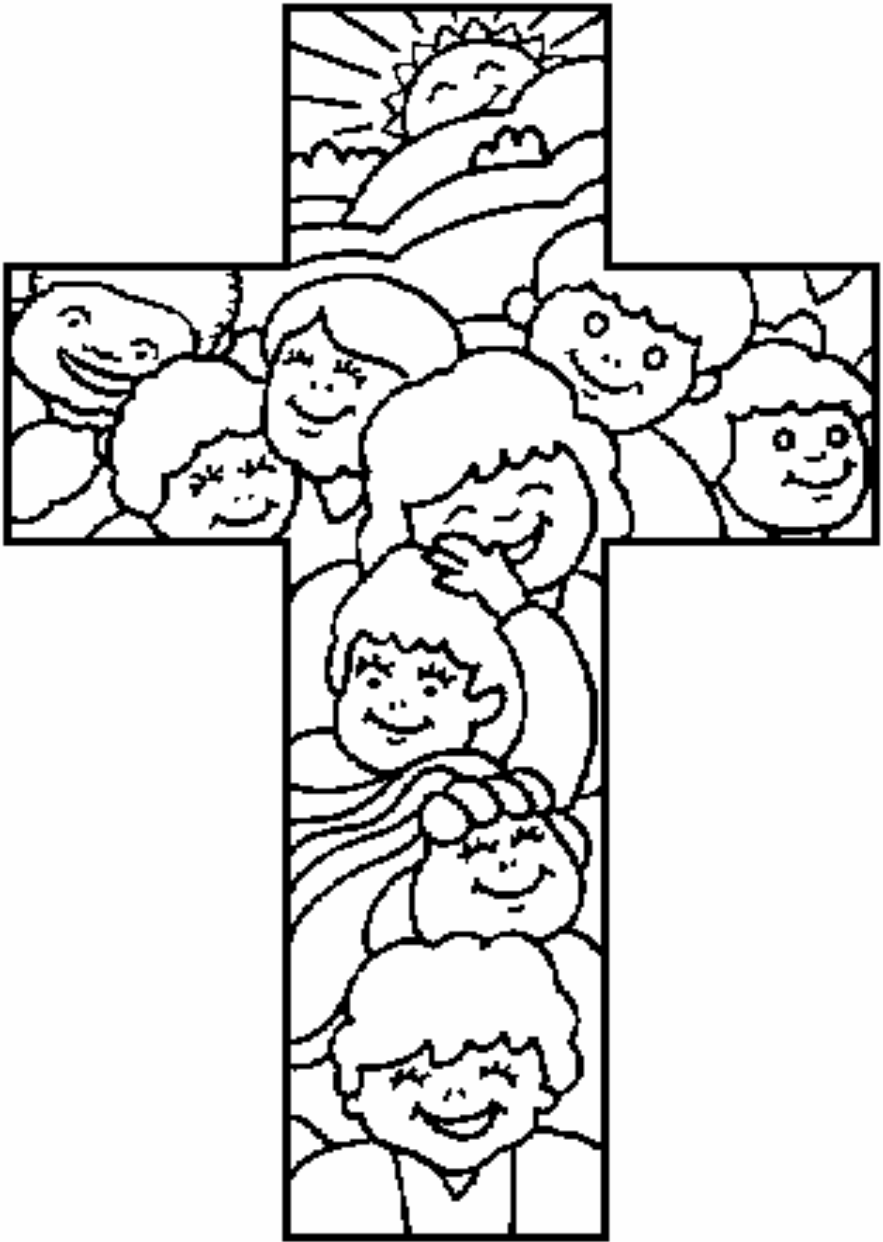
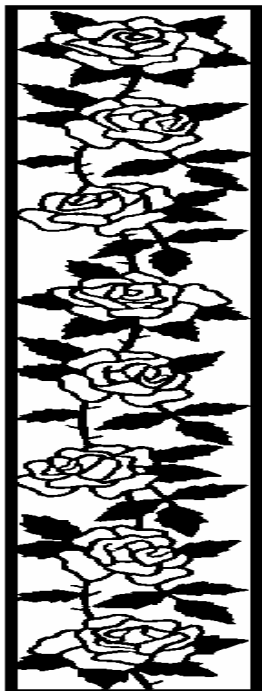


EXTENDED CARE STANDARDS

for

THE CATHOLIC DIOCESE OF SPOKANE





Dedicated to:

The staff of the Educarees
in the Diocese of Spokane
who continue to make a
difference in every child's
life through their tireless
efforts and dedication to
support the needs of all
children.

SCHOOL AGE CARE CURRICULUM COMMITTEE

1997-1998

Mary Ann Ashlock ~Assistant to the Superintendent

Catholic Diocese of Spokane
PO Box 1453
Spokane, WA 99210-1453
(509) 358-7332
e-mail: marryash@aol.com

Ronda Adair ~Child Care Supervisor and 1st Grade Teacher

Assumption Catholic School (Spokane)
3618 W. Indian Trail Rd.
Spokane, WA 99208
(509) 328-1115

Lisa Chan ~Kid's Care Supervisor

St. Patrick's Catholic School (Spokane)
2706 E. Queen Ave.
Spokane, WA 99207
(509) 487-2830

Joanne Duffy ~Child Care Director

St. Aloysius Catholic School
611 E. Mission
Spokane, WA 99202
(509) 489-7825

Maggie Randall ~Diocesan School Board Member

St. Thomas More Catholic School Board Representative
1405 W. Crestwood Ct.
Spokane, WA 99218
(509) 467-5166

Sandra Skeim ~Child Care Supervisor

St. Charles Catholic School
4515 N. Alberta
Spokane, WA 99205
(509) 327-9575

Holly Swartz ~Child Care Supervisor

Trinity Catholic School
1306 W. Montgomery
Spokane, WA 99205
(509) 327-9369
e-mail: trinity1@foxinternet.net

The Purpose of These Standards:

These standards were developed to be used by the Extended Cares in the Diocese of Spokane. They are designed to describe “best practice” in extended care programs for children and youth between the ages of five and fourteen. These standards are based upon DSHS and the Department of Health Minimum Licensing Requirements and the NSACA Pilot Standards of Quality School-Age Childcare. They are intended for use in group settings where the children participate on a regular basis and where the goal of the program is to support and enhance the overall development of the child.

To The Extended Care Staff and Families:

These standards are considered a working tool. They are meant to be used on an on-going basis to evaluate your program, train new employees, and reinforce the training of all staff on a continual basis. All of us share in the desire to provide programs for children and families that reflect Catholic values and the highest standards of quality. These standards are intended to help you come a step closer to realizing that goal.

EXTENDED CARE MISSION STATEMENT

The Extended Care is a program designed to provide high quality care for children before and after school hours. Various developmentally appropriate activities and opportunities are provided in a loving, Christian, culturally sensitive atmosphere.

The Extended Care Program focuses on providing a safe environment which strengthens Catholic values and enhances the well-being of the child.

The Extended Care staff will support the regular school program by enhancing the student's social, emotional, physical, intellectual and spiritual development during the time they spend in before and after school care.

Principals of Developmentally Appropriate Practice in School-Age Child Care Programs

Developmentally appropriate school-age child care programs are tailored to the developmental characteristics and needs of the children they serve. Programs are mindful that children and youth change greatly during the school-age years and that the rate and nature of change vary considerably, both among children and youth and across developmental areas within the same child or youth. Programs approach these developmental realities and opportunities, rather than as problems.

1. Developmentally appropriate school-age child care programs provide resourceful, caring staff who understand the changing role adults play in school-agers' lives.
2. Developmentally appropriate school-age child care programs recognize the increasing importance of peers to school-age children and youth.
3. In developmentally appropriate school-age child care programs, both mixed-age grouping and same-age grouping are used to facilitate the development of peer relations and social skills.
4. Self-selection, rather than staff selection, of activities and experiences predominates in developmentally appropriate school-age child care programs. Schedules allow great flexibility for children and youth. Required participation in activities and experiences is limited.
5. Developmentally appropriate school-age child care programs use positive guidance and discipline techniques to help children and youth achieve self-control and develop their consciences.
6. Environments in developmentally appropriate school-age child care programs are arranged to accommodate children and youth individually, in small groups, and in large groups, and to facilitate a wide variety of activities and experiences.
7. Activities and experiences offered in developmentally appropriate school-age child care programs contribute to all aspects of a school-ager's development.
 1. Activities and experiences foster positive self-concept and a sense of independence.
 2. Activities and experiences encourage children and youth to think, reason, questions, and experiment.
 3. Activities and experiences enhance physical development and cooperation and promote a healthy view of competition.
 4. Activities and experiences encourage sound health, safety, and nutritional practices and the wise use of leisure time.
 5. Activities and experiences encourage awareness of and involvement in the community at large.

ACTIVITY PLANNING REQUIREMENTS

- Planning and conducting activity involves all staff.
- Activity has clear and concise intended learning outcomes specific to age/developmental levels: social, emotional, cognitive, language, physical movement/dance. . .
- Planning includes environmental set-up (bulletin boards, centers, supplies, etc.)
- A system of evaluating the success of the activity:
 - meets objectives
 - appropriate to be used in the physical facility
 - effectively taught
 - meets needs of age group targeted
 - incorporate activities into play

EDUCATOR'S PROFESSIONAL GOALS

- Relate to people of various racial, ethnic, and socioeconomic backgrounds/diversity.
- Facilitate small group interactions and problem-solving activities, plan training sessions based on suggested topics, and meet the needs of the students.
- Knowledgeable about local and national requirements, standards, and guidelines for extended care programs serving pre-K through 12 year olds.
- Involve, educate and support all families.
- Model a love of learning.
- Seek and engage in on-going professional growth.
- Take ownership of your school's/extended care's philosophy and programs and communicate it to all families.

EXTENDED CARE GOALS

- Define and recognize the Extended Care Program as a program designed to provide quality care for children before and after school hours.
- Promote the belief that all students have the potential to learn and be productive members of the community.
- Provide a comprehensive and balanced program in a Christian environment.
- Incorporate a variety of activities to meet developmental needs of all students.
- Create an atmosphere where students and teachers are enthusiastic and actively involved in the playing/learning process.
- Encourage the sharing of resources, support, and curriculum among Extended Cares in the Diocese.

EXTENDED CARE STUDENT GOALS

- Value the learning and program offerings as essential to living in a community.
- Demonstrate independence and self-confidence as valued members of the extended care community.

- View self as an independent learner.
- Develop reflective thought and positive moral and religious values through involvement in the learning and play in the extended care.

TEACHING AND LEARNING GOALS

- Provide daily opportunities for play time and learning.
- Vary teaching methods and learning experiences to address students' individual differences.
- Emphasize a variety of skills and strategies.
- Develop students' abilities.
- Provide students with opportunities to share and communicate appropriately.
- Incorporate activities into real-life experiences.
- Provide students with a wide variety of materials and resources.

EXTENDED CARE STANDARDS

STANDARDS	NEEDS WORK	OK
<p>1. Staff relate to all children in positive ways.</p> <ul style="list-style-type: none"> • Staff treat children with respect and listen to what children say. • Staff act warm and friendly with children. • Staff respond to children with acceptance and appreciation. • Staff are engaged with children. • Staff maintain appropriate records of children’s behaviors, language, social, motor, development, etc. 		
<p>2. Staff respond appropriately to children’s individual needs.</p> <ul style="list-style-type: none"> • Staff relate to children as individuals. • Staff adapt to the different ages, abilities, temperaments, cultural styles, languages, and other characteristics of individual children. • Staff respond to the range of children’s feelings. • Staff help each child identify and pursue the children’s individual talents and interests. • Staff involve the family, and as appropriate, others in working with child’s individual development needs and in setting goals for children, etc. 		
<p>3. Staff encourage children to make choices and to become more responsible.</p> <ul style="list-style-type: none"> • Staff arrange for children to do as much as possible for themselves. • Staff assist children without taking control. • Staff give children many chances to choose what they will do, how they will do it, and with whom. • Staff help children make informed and responsible choices. 		
<p>4. Staff interact with children to help them learn.</p> <ul style="list-style-type: none"> • Staff ask and answer with questions that encourage children to think for themselves. • Staff share resources with children to increase children’s information and solve problems. • Staff vary the approaches they use to help children learn. • Staff help children use language skills through frequent conversations. 		
<p>5. Staff use positive techniques to guide children’s behavior.</p> <ul style="list-style-type: none"> • Staff give attention to children when they cooperate, share, care for materials, or work on activities. • Staff set appropriate limits for children. • Staff use no harsh discipline methods. • Staff encourage children to resolve their own conflicts. Staff step in only if needed to discuss the issues and work out a solution. 		
<p>6. Children are supervised appropriately to maintain safety.</p> <ul style="list-style-type: none"> • Staff note when children arrive, when they leave, and with whom they leave. • Staff know where the children are and what they are doing. • Staff supervise children appropriately according to children’s ages, abilities, and temperaments. • Staff closely supervise activities that are potentially harmful. 		
<p>7. Children generally interact with each other in positive ways.</p> <ul style="list-style-type: none"> • Children appear relaxed and involved with each other. • Children show respect for each other. • Children usually cooperate and work well together. • When problems occur, children usually discuss their differences and work toward a solution. 		
<p>8. Staff and families interact with each other in positive ways.</p> <ul style="list-style-type: none"> • Staff and family communication is warm and friendly. • Staff and families treat each other with respect. 		

STANDARDS	NEEDS WORK	OK
<ul style="list-style-type: none"> • Staff provides a welcoming environment for families. • Staff and families work together to make arrivals and departures between home and child care go smoothly. 		
<p>9. Staff work well together to meet the needs of the children.</p> <ul style="list-style-type: none"> • Staff communicate with each other while the program is in session to ensure that the program flows smoothly. • Staff are cooperative with each other. • Staff are respectful of each other. • Staff relationships enhance the program. 		
<p>10. The program's indoor space meets the needs of the children.</p> <ul style="list-style-type: none"> • There is enough room for all program activities including active physical play, creative arts and dramatic play, quiet activities and socializing, and enrichment activities. • The indoor space promotes well-being. • The indoor space demonstrates a regular maintenance program. • The indoor space is suitable for use by children involved in a wide variety of activities. 		
<p>11. The indoor space, furniture, and equipment are organized to support a wide range of program activities.</p> <ul style="list-style-type: none"> • The space is divided into areas. • The space is well-organized for active physical play, quiet, small group, and enrichment activities. • The space is arranged so that various activities can go on at the same time with minimal disruption. • Storage space for equipment, materials, children's and staff possessions is adequate and convenient. 		
<p>12. The indoor space allows children to be independent and explore their interests.</p> <ul style="list-style-type: none"> • Children can get materials out and put them away by themselves with ease. • Furniture is suitable for the sizes and abilities of the children. • The indoor space reflects the work and interests of the children. • There are soft, comfortable spaces for relaxation. 		
<p>13. The outdoor play area meets the needs of children.</p> <ul style="list-style-type: none"> • Each child has the opportunity to play outdoors for a least 30 minutes for each three hours at the program. • There is enough room for program activities. • The outdoor space promotes children's well being. • The outside play area is suitable for a wide variety of activities. 		
<p>14. The outdoor equipment allows children to be independent and creative.</p> <ul style="list-style-type: none"> • The permanent playground equipment is suitable for the sizes, interests, and abilities of all children. • Children have easy access to a variety of equipment and games. • There is enough equipment so that children have a number of choices for both active and quiet play. • There are materials to promote children's creativity and imagination. 		
<p>15. The daily schedule is flexible and meets the children's needs for security, independence, and stimulation.</p> <ul style="list-style-type: none"> • The routine provides stability without being rigid. • Children meet their physical needs in a relaxed way. • Children move smoothly from one activity to another, usually at their own pace. • Children spend most of their time involved in activities of their choice. 		
<p>16. Children have a wide variety of activities to choose from.</p> <ul style="list-style-type: none"> • There are daily opportunities for active physical play. • There are daily opportunities for creative arts and dramatic play. 		

STANDARDS	NEEDS WORK	OK
<ul style="list-style-type: none"> • There are daily opportunities for quiet activities and socializing. • There are daily opportunities for enrichment activities to support the development of basic academic skills and higher-level thinking skills. 		
<p>17. A variety of materials, supplies, and equipment are available to support the four types of activities.</p> <ul style="list-style-type: none"> • There are materials, supplies, and equipment to support children’s choices for active physical play. • There are materials and supplies for creative arts and dramatic play. • There are materials and supplies for quiet activities and socializing. • There are materials and supplies for enrichment activities. 		
<p>18. Materials used are sufficient, in good repair, and appropriate for the children in the program.</p> <ul style="list-style-type: none"> • Materials are complete and in good repair. • There are enough materials for the number of children in the program. • Materials are developmentally appropriate for the range of children in the program. • The materials reflect the broad diversity of human experience. 		
<p>19. The safety and security of the children are protected.</p> <ul style="list-style-type: none"> • There are no observable safety hazards inside the program space. • There are no observable safety hazards in the outdoor space. • Equipment for active play is safe. • A system is in place to keep unauthorized people from taking children from the program. 		
<p>20. Steps are taken to protect and enhance the health of all children.</p> <ul style="list-style-type: none"> • No smoking is allowed in the child care areas. • Children do not have unsupervised access to medicine, poisons, or cleaning agents such as bleach. • The indoor and outdoor facility is clean. • Staff and children wash hands often with soap, especially before preparing or eating food and after toileting. 		
<p>21. A variety of foods and drinks are served to meet children’s needs.</p> <ul style="list-style-type: none"> • The program serves a variety of healthy foods. • Drinking water is readily available at all times. • The amount of food offered to children is appropriate. • Snacks and meals are timed appropriately for children. 		
<p>22. Staff-child ratios and group sizes are appropriate so staff can meet the needs of the children.</p> <ul style="list-style-type: none"> • Staff-child ratios vary according to the ages and abilities of the children, with a range of 1:10-1:15 for children age 6 and older, and 1:8-1:10 for children under age 6. Ratios are lower when staff are working with children with special needs. • Staff-child ratios and group sizes vary according to the type and complexity of the activity. • There is a plan to provide adequate staff coverage in case of emergencies. • Substitute staff are used to maintain ratios when regular staff are absent. 		
<p>23. Children are supervised at all times.</p> <ul style="list-style-type: none"> • Children’s arrivals are supervised. • Children’s departures are supervised. • Staff have a system for knowing where children are at all times. • Staff plan for different levels of supervision of activities according to the level of risk involved, such as field trips, swimming, carpentry. 		
<p>24. Staff support families’ involvement in the program.</p> <ul style="list-style-type: none"> • There is a policy that allows family members to visit anytime throughout the 		

STANDARDS	NEEDS WORK	OK
<ul style="list-style-type: none"> • day. • Staff orient family members to the program. • Staff keep families informed about the program. • Staff encourage families to give input and be involved in the program activities. 		
<p>25. Staff and families share important information about a child's well-being.</p> <ul style="list-style-type: none"> • Program policies require that staff and family members communicate about their child's well-being. • Staff and families work together as a team to set goals for the children and work with: schools and outside specialists if necessary. • Staff and families share information about how to support children's development. • Staff provide information about community resources to meet the needs of children and their families. 		
<p>26. The indoor space meets the needs of the children and staff.</p> <ul style="list-style-type: none"> • There is enough room for all program activities. • The indoor program meets or exceeds local health and safety facility standards. • Written guidelines cover the use and maintenance of the program facility. • Sharing of the program space by other groups does not interfere with the program. 		
<p>27. The outdoor space meets the needs of the children and staff.</p> <ul style="list-style-type: none"> • There are at least 75 square feet of outdoor space per child. • Sharing of outdoor space with other groups does not restrict the children's activities. • The outdoor space meets or exceeds local health and safety codes. • Other outdoor areas are used to offer new outdoor play experiences. • There is a procedure in place to routinely check on the safety and maintenance of outdoor play space. 		
<p>28. Staff and children plan and implement activities which meet children's needs and are consistent with the program's Catholic philosophy.</p> <ul style="list-style-type: none"> • Children have input into activity plans so that the activities represent children's interests. • The daily activities are consistent with the Catholic philosophy and policies developed by the program community. • Records of activity planning are kept on file. • Staff extend program offerings to include field trips and/or special activities. 		
<p>29. The safety and security of the children are protected.</p> <ul style="list-style-type: none"> • Staff and children know what to do in case of general emergency. • The program has established procedures to prevent accidents and manage emergencies. • The staff is always prepared to respond to accidents and emergencies. • The program has established policies to transport children safely and complies with any legal requirements for vehicles and drivers. • A system is in place to keep unauthorized people from taking children from the program. 		
<p>30. Steps are taken to protect and enhance the health, safety and program needs of all children.</p> <ul style="list-style-type: none"> • There is current documentation that the program has met the state and or local health and safety guidelines and or regulations. • There are written policies and procedures to insure the health and safety of children. • Assists each young child, as appropriate, in developing decision-making and social skills necessary to promote good health, personal safety, and nutrition. • Recognizes signs of emotional distress, child abuse, and neglect in young children, and uses appropriate procedures to report suspected abuse or 		

STANDARDS	NEEDS WORK	OK
<p>neglect to the designated authorities.</p> <ul style="list-style-type: none"> • Appropriately plans, maintains and facilitates the use of the indoor and outdoor environment to promote physical and mental health. • Uses appropriate health appraisal and management procedures and makes referrals to the immediate supervisor when necessary. • Plans and carries out health care and educational activities that integrate health and nutritional information from the child's culture. Health education should include education and good practice in the areas of first aid and CPR, HIV/AIDS and Hepatitis B, and tuberculosis prevention. • Provides supervision to staff and volunteers as appropriate to the setting and encourages their professional growth and development. • Engages staff in identifying and working towards a shared vision for the program and it's role in the community. • Implements personnel practices and systems that assure a trained and competent staff. • Participates in a comprehensive staff development plan. • Assists in administrative aspects of the program including fiscal, personnel, and family and community relations. 		
<p>31. Staff meet basic qualifications for working with children.</p> <ul style="list-style-type: none"> • Staff meet requirements for experience in recreational setting with school-age children. • Staff meet requirements for post secondary professional preparation specific to school-age child care and relevant to their job responsibilities. • Staff meet minimum age requirements. • Enough qualified staff are in place to meet all levels of responsibility including overall program administration, oversight of daily operations, and supervision and guidance of children. 		
<p>32. Staff (paid, volunteer, and substitute) are given an orientation to the job before working with the children.</p> <ul style="list-style-type: none"> • A written job description that outlines responsibilities to children, families and the program is reviewed with each staff member. • Written personnel policies are reviewed with staff. • Written program policies and procedures including emergency procedures, pick-procedures, confidentiality policies, are reviewed with staff. • New staff are formally introduced to the program and other personnel with whom they will have contact. • New staff are given a comprehensive orientation to the program philosophy, routines, and practices. 		
<p>33. Staff training needs are assessed and the equivalent of 2% of the total hours worked annually are spent in training.</p> <ul style="list-style-type: none"> • Staff receive training in how to relate to children and enhance their development. • Staff receive training in working with families. • Staff receive training in how to set up space and provide activities to support program goals. • Staff receive training to promote the safety, health, and nutrition of children. 		
<p>34. Staff are provided with appropriate support to make their work experience positive.</p> <ul style="list-style-type: none"> • The program offers the best possible wages and working conditions, including paid preparation time, to reduce staff turnover. • Benefits, including health insurance and paid leave are made available to full-time staff and staff receive paid breaks. • Staff have adequate opportunity to communicate about issues regarding the program. • Staff have input into the program's operation and policies. 		
<p>35. Administrative tasks that ensure the appropriate management of the program are</p>		

STANDARDS	NEEDS WORK	OK
<p>done.</p> <ul style="list-style-type: none"> • There is a program mission statement or philosophy that sets the program's goals to meet the needs of the children and their families. • The program uses all possible sources of subsidy to insure that the program is affordable to families. • Program operating hours are based on families' needs. • The program has a policy to enroll children with special needs. 		

EQUIPMENT AND MATERIALS

The following “basic” interest areas are likely to be popular with most school-age children, ages 5 to 12. The suggested materials can encourage a wide range and variety of experiences and support all areas of growth and development. In addition, staff and children may want to create “sub-areas” within interest areas (for example, an inventions area within the science area) and smaller, temporary areas (for example, a “museum” with revolving displays of children’s collections) that respond to current interests and are left up until children are ready to move on to other endeavors.

These lists are not all-inclusive; rather, they provide examples of the kinds of materials school-age children enjoy using. Share the lists with staff so they can use them as a resource when assessing and improving their program’s materials and equipment.

Dramatic Play

If younger children (5- to 7-year-olds) are enrolled in the program, a house corner will be well used. In addition, items such as the following will stimulate older children’s interest in dramatic play.

- hooks or a clothes tree for hanging up costumes and dress-up clothes
- costumes
- books of simple plays
- miscellaneous props
- puppets and supplies for making puppets
- puppet theater
- male and female dress-up clothes, shoes, scarves, ties, hats, gloves
- suitcases, briefcases, purses
- jewelry
- household items (pots and pans, silverware, dishes, empty food containers)
- prop boxes related to specific themes (medical, travel agent, magic show, auto mechanic)
- props children can use to set up theme-related sub-areas (e.g., shopping mall, school, animal hospital)

Board and table games

- table and chairs
- materials for making games and puzzles
- puzzles of varying levels of complexity
- jacks
- pick-up sticks
- crossword puzzles and word games
- playing cards (standard deck and specialized games)
- board games of varying levels of difficulty, such as Candyland, Chutes and Ladders, Sorry, Connect Four, Monopoly, Scrabble, trivia games, Chess, Checkers, and

Backgammon

Blocks and Construction

- carpeted area
- hardwood unit blocks (complete set)
- people props
 - multiethnic sets of families
 - multiethnic community helpers
- animal props
 - zoo animals
 - farm animals
- transportation props
 - cars, trucks, and other vehicles
 - traffic signs
- small blocks and construction sets
 - Legos
 - Bristle Blocks
 - Lincoln Logs
- large hollow blocks
- sheets of cardboard or Tri-Wall board
- crates, large boxes, or appliance cartons
- sheets or large pieces of fabric for tents and clubhouses

Exploring Math and Science Concepts

- table and chairs
- shelves for displays, an aquarium, pet cages, and storage
- source of light (preferably a sunny window)
- reference materials
- pegs and pegboards
- beads and laces
- colored inch-cube blocks
- Geo boards and colored rubber bands
- calculators
- rulers, yardsticks, measuring tapes, metersticks
- abacus
- Attribute blocks
- Cuisenaire rods
- magnetic board and numbers
- hand lenses
- balance scales
- microscope and slides
- timers
- things to take apart (seeds, household items such as flashlights and pens, old clocks)
- tools for taking things apart (mallets, screwdrivers, pliers)
- ant farm
- aquarium
- bird feeders
- insect nets
- collection containers
- gardening supplies
- pets, cages, and supplies for their care
- plants
- materials for experiments
- thermometers
- magnets
- prisms and crystals

Woodworking

- workbench
- protective eye goggles
- carpenter aprons
- carpenter pencils
- soft wood (pine and balsa) for projects
- hardwood scraps
- dowel rods
- sandpaper
- tools (hammers, saws, hand drill and bits, screwdriver, pliers, vise, C-clamp)
- T square, rulers, and measuring tape
- screws and nails
- wood glue
- books with instructions for simple projects
- newspapers

Arts and Crafts

- washable floor
- tables and chairs
- shelves
- easel (two-sided)
- paint (tempera, finger, and watercolor sets)
- brushes (variety of sizes and types)
- paper (easel, fingerpainting, construction, tissue, butcher, drawing)
- cardboard and poster board
- white and colored chalks
- crayons
- felt-tip markers (washable, nontoxic, broad and thin tips)
- scissors
- paper cutter
- stapler
- glue and rubber cement
- collage items
- yarn (different weights and textures)
- materials and tools for needlework (embroidery, crocheting, knitting, macrame, sewing, weaving)
- materials and tools for batik and tie-dye (dyes, basins, string, rubber bands, books, paraffin)

Quiet Area

- prayer center
- carpeted area
- table and chairs
- good source of light
- large pillows, beanbag chairs, or easy chair
- display shelves
- blackboard and chalk
- tape or CD player with headphones
- tapes or CDs (popular, ethnic, classical, jazz, folk, and traditional)
- books
 - showing a variety of ethnic groups
 - depicting men and women in varied roles
 - reflecting children's skills and interests
 - fiction and non-fiction
- reference materials
 - dictionaries
 - *Guinness Book of World records*
 - *World Almanac*
 - maps (world, United States, state, local)
 - globe and/or atlases
 - books on topic of interest to children
- magazines
- writing supplies (paper, pens, pencils,

- erasers)
- bulletin board (maintained by children)
- posters and decorations (selected by children)
- computer and a variety of software

Sand and Water

- washable floor
- sand/water table or basins
- waterproof aprons
- sponges and mops for cleanup
- props (e.g., hoses, pitchers, squeeze bottles, basters, tubing, sifters, shovels, funnels, boats, measuring cups)

- pogo sticks
- batons
- skates (roller and/or ice)
- sawhorses and boards
- large spools
- large cartons and crates
- water and sprinklers
- items to use when playing in the snow (sleds, saucers, shovels, forms for making snow bricks)
- gardening tools and equipment
- shared items, such as swings, slides, climbers, climbing ropes, basketball hoops, a trampoline, tumbling mats

(The What, Why & How of High Quality Early Childhood Education, NAEYC)

Large Group Area

- carpeted floor for dancing and other physical activities
- table and chairs (for club meetings)
- storage space (for club supplies)
- loft with a ladder or large indoor climber
- supplies for indoor games and dancing (beanbags, foam balls, scarves, streamers, hula hoops, jump ropes)
- tape or CD player
- tapes or CDs
- musical instruments (homemade or purchased)

Outdoors and/or Gymnasium

In addition to materials brought from the indoor environment, materials and equipment such as the following are available for use outdoors or in the gymnasium.

- safety equipment (helmets, knee and elbow pads)
- bats
- balls (playground and for specific sports)
- air pumps for balls
- street hockey sticks and pucks
- portable goal net
- badminton and volleyball equipment
- tennis rackets and balls
- cones to designate safe areas for different activities
- horseshoes
- balance beam
- hula hoops
- ring-toss sets
- individual jump ropes
- long ropes for jumping rope with a group
- chalk for hopscotch

Calling All Kids!



ACTIVITY

PLANNING



ACTIVITIES AND EXPERIENCES

School-age programs serve children with a wide range of ages, skill levels, and interests. It is an enormous challenge to provide activities and experiences for a group that spans the period from early childhood, to middle childhood, to pre-adolescence, to early adolescence. Balance is a key feature in effective programs. Activities and experiences include those that are active and quiet; take place indoors and outdoors; involve individuals and small and large groups; are child initiated, and planned and led by staff; and allow children to use cognitive, physical, and socio-emotional skills. Children can spend time with peers or participate in activities with children younger and older. There are opportunities for cooperation and competition. Children can use and expand their skills and learn to do things they've never tried before. Staff encourages children to explore their special interests and expose them to new topics that might lead to new interests.

(The What, Why & How of High Quality Early Childhood Education, NAEYC)

To help in your planning the following activity plan has been included.

ACTIVITY PLANNING

All Large Group, Individual, Small Group, and Total Group Activities Need to Include the Following:

Individual activities are self directed or child selected activities. A child chooses an activity or an area from the available learning centers and activities in each, and pursues it for as long as time allows during a particular time block. The child is free to explore, experiment, discover, and finally, clean up and put away the equipment she/he needs to complete the activity. During this time, the adult:

- Observes the child to obtain clues for future planning and includes the child in the planning.
- Takes time to talk with individual children
- Introduces new concepts to small groups of children
- Records stories about children's play as they dictate them
- Gives helpful suggestions to those who need them
- Makes anecdotal and other records, recording children's progress

Group activities are those where children form a group because they share similar interests or because the teacher wants to share something of interest with them. Small group activities (2-5 children) center around:

- Pray Centers
- Learning Centers
- Show and tell
- Role Playing and dramatic play
- Discussing a new idea
- Listening to one another
- Playing with manipulative activities
- Playing with blocks
- Problem solving
- Listening to stories, music and poetry
- Participating in creative arts which allow children to explore their creativity (painting, crafts, art projects. . .)

Large group activities (6-15 children) center around:

- Discussions about news topics
- Singing songs and playing instruments
- Sharing ideas such as show and tell
- Indoor and outdoor physical movement and play

Total group activities center around:

- Quiet time
- Snack, breakfast and lunch
- Field trips
- Discussion of the day's activities
- Prayer time

Time allotted for each of these activities should be flexible. Planning the day in large blocks of time makes this possible. In this type of planning, child selected learning activities comprise the largest part of the day, small group experiences the next, and total group experiences, the smallest segment.

To help in your activity planning, compare the following "Percentage of Time Spent in Large and Small Activities" to your daily activity plan.

Percentage of Time Spent in Large and Small Activities

CHILD SELECTED ACTIVITIES

75%

(A child is actively involved in their own play and activities with some support and interaction from staff).

SMALL

GROUP

15%

TOTAL

GROUP

10%

All children are working on the same activity, project, or game at the same time with direction from staff at all times.

Children are actively involved in a small group (3-5 children) activity or project with support and interaction from staff. For example: playing a game or working on an activity that encourages cooperation.

Program Structure: Schedule and Routines

The program structure in a school-age program should be more flexible than the program at school, where certain lessons have to be covered within a set period of time. At the school-age program, children can choose what they want to do, what materials they want to use, and with whom they would like to work and play. An appropriate schedule includes long blocks of time when children can be fully involved in their work and play without being interrupted. There is time for outdoor and indoor play, children can be alone or part of a small or large group, there is a balance between active and quiet experiences, and children are encouraged to be independent. In addition, the schedule should provide sufficient time for routines, such as eating breakfast; making transitions from the program to school and vice versa; and doing chores, such as cleaning pet cages, that keep the program operating smoothly. Although children clean up as they finish a game or project (e.g., by putting away the pieces to a board game or returning the street hockey equipment to the storage shed), the schedule also includes time for cleaning up activities and interest areas, storing outdoor equipment, and gathering belongings at the end of morning, afternoon, and full-day sessions.

SAMPLE SCHEDULE FOR A SCHOOL-AGE PROGRAM

Before School

- 6:30-7:00 a.m. Children arrive, a few interest areas are open for quiet activities, and staff and children get ready for breakfast.
- 7:00-7:30 a.m. Prayer time. Snack/breakfast is served; children who aren't eating continue quiet activities.
- 7:30-8:10 a.m. All interest areas are open. In addition, staff lead short-term, quiet activities that don't require a lot of setup, can be saved if not completed, or will be completed during the afternoon session.
- 8:10-8:25 a.m. Children clean up activities and interest areas and get ready for school.
- 8:25-8:30 a.m. Children leave for school.
- 8:30-9:30 a.m. Staff meeting, planning time, and/or professional development.

After Kindergarten -Early Afternoon

- 12:00-12:30 p.m. Kindergarten children arrive after morning session, wash hands, eat lunch/snack family style.
- 12:30- 1:00 p.m. Prayer time followed by Story-time.
- 1:00- 2:00 p.m. Rests, naps, or quiet activities (depending on each child's needs).
- 2:00- 2:10 p.m. Transition — children pick up activities or get up from resting.
- 2:10- 2:40 p.m. Interest areas are open. Staff oversee short-term activities.
- 2:40- 3:00 p.m. Group time — children sings songs, share, discuss activities planned for the rest of the afternoon.

After School

3:00-3:30 p.m. Children arrive. A staff member does a visual attendance check. Children get their snacks from a self-service area.

3:30-3:45 p.m. Group meeting time (daily, weekly, or as needed). Prayer time. Children move to activities, interest areas, or outdoors.
(4:00 if group meeting)

3:45-5:30 p.m. Children use the interest areas or participate in activities of their choice.

5:30-5:45 p.m. Some interest areas close for the day. Children clean up, store projects in progress, gather belongings and projects they want to take home.

5:45-6:30 p.m. Some interest areas (e.g., science and nature, board games, quiet area, large-group activity area) remain open. A staff member greets parents and helps them find their children.

(The What, Why & How of High Quality Early Childhood Education, NAEYC)



BEHAVIOR

MANAGEMENT

Calving All Kids!



SELF EFFICACY (SELF-ESTEEM) SKILL DEVELOPMENT

The Extended Care Program strives to strengthen the following objectives regarding developing self-efficacy skills in children.

The children will:

- Appreciate the uniqueness of oneself and others
- Understand the importance of body language
- Demonstrate physical control
- Evaluate and express emotion appropriately
- Use appropriate communication skills
- See the need for helping and listening to others
- Contribute time and talent to help others
- Use effective listening skills
- Analyze and deal with fears
- Understand and demonstrate the difference between Assertiveness and Aggressiveness
- Attempt and accomplish tasks/old and new
- Experience sense and emotions
- Relate to others
- Seek new experiences and knowledge (within a range of safety and logic)
- Experience and deal with frustration, problems, and mistakes
- Complete tasks
- Develop confidence in oral and written communication
- Demonstrate complex thinking skills
- Demonstrate an ability to debate: defend their opinions and listen to others' opinions

Behavior Management Policy

This Extended Care Program uses **indirect guidance** techniques by:

- Giving previous warnings: "You have 5 more minutes to play before it's time to clean up."
- Giving choices: "You may paint with the other children or you may read a book in a quiet corner."
- Having a regular routine: "We always wash our hands before lunch. After lunch is story time."
- Avoiding nagging: We tell the child what we expect just once, follow it by asking the child if he/she remembers what we asked, and then offer to help the child do what was asked.
- Maintaining consistency: We do things the same way each day so the children know what to expect and learn to trust and feel safe in their environment.

The Extended Care Program uses **direct guidance** techniques by:

- Using the affirmative: "We use walking feet indoors" rather than "Don't run!" Or "Use your words to tell us you're angry" rather than "Don't hit!"
- Trying hard to be fair. We examine our expectations to make sure they are age-appropriate and we don't make rules just because an activity is too noisy or messy.
- Avoiding arguments by following through with solutions that address the problem, but also offer a child a way to exit gracefully from the problem: "You can choose a quiet place to calm down or I can choose one for you."

If a child is unable to demonstrate self-controlling behavior, a brief time-out results for the child to regain control. Time-out occurs only when other measures fail, and is used as an opportunity for the child to re-group, not as a punishment.

By law, and diocesan philosophy and policy, the following forms of discipline are forbidden: hitting, spanking, shaking, scolding, shaming, isolating, labeling ("bad", "naughty", etc.) Or any other negative reaction to the child's behavior. All forms of corporal (physical) punishment are strictly forbidden.

Some negative behavior is best ignored since its goal is often to get attention. This technique is effective for some of the disruptive things children do and it minimizes mimicking activity by other children.

If a child is unable to gain control and requires more individual attention than can be given within child to staff ratios, parents may need to be contacted. A child requiring one-to-one attention may have to leave the Extended Care temporarily for safety's sake. Repeated uncontrollable behavior can lead to discontinuation of Extended Care services.

RESOURCES

BIBLIOGRAPHY

Children: The Challenge, R. Dreikurs & V. Soltz.

Discipline, Winning at Teaching, Barbara Coloroso.

Discipline Without Tears, R. Dreikurs & P. Casse.

Encouragement Book, D. Dinkmeyer & L. Losoncy.

How To Talk So Kids Will Listen and Listen So Kids Will Talk, Adele Faber & Elaine Mazlish.

Liberated Parents, Liberated Children, Adele Faber & Elaine Mazlish

Maintaining Sanity In The Classroom, R. Dreikurs, Harper & Row, Pub.

Parents, Don't Sit On Your Kids, Clare Cherry, Fearon Publisher, Pitman Learning, Inc.

Positive Discipline, J. Nelsen.

Raising a Responsible Child, D. Dickmeyer & G. McKay.

Raising an Exceptional Child, L. Zuckerman & M. Yura.

School-Age Child Care: A Legal Manual for Public School Administrators, Abby Cohen, Esq.

School-Age Child Care: A Policy Report, Seligson, Genser, Gannett, and Gray

School-Age Child Care: An Action Manual, Baden, Genser, Levine, and Seligson.

Single Parent's Survival Guide, L. Barkuth.

The Secret of Childhood, Maria Montessori.

When School's Out and Nobody's Home, Coolsen, Garbarino, and Seligson.

The What, Why, & How of High Quality Early Childhood Education: A Guide for On-Site Supervision (revised edition), Derry G. Koralek, Laura J. Colker, Diane Trister Dodge

Reprinted with permission from Derry G. Koralek, Laura J. Colker, and Diane Trister Dodge, *The What, Why, and How of High Quality Early Childhood Education: A Guide for On-Site Supervision* Washington, DC, 1995, 99, 11, 112, 118, 102, 103, & 104. For more information contact Teaching Strategies, Inc., PO Box 42243, Washington, DC 20015 or call 1-800-637-3642.

RESOURCES

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Tools For Schools: Contracting For School-Age Child Care, Albrecht, K. & Plantz, M. (1993)

Half A Childhood: Time For School-Age Child Care, Bender, J., Elder, B., & Flatter, C.H. (1984)

All The Best Contests For Kids, Bergstrom, J. (1990)

Caring For School-Age Children, Click, P. (1994)

School-Age Children With Special Needs, Fink, D. (1988)

Multiple Intelligences: The Theory In Practice, Gardner, H. (1993)

Playground Politics, Greenspan, S. (1993)

School-Age Ideas and Activities For After School Programs, Haas-Foletta, K., & Cogley, M. (1990)

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3:00 to 6:00 p.m.: Young Adolescents at Home and In the Community, Lefstein, L., Kerewsky, W., Medrich, E.A. & Frank, C. (1982)

Standards For Quality School-Age Child Care, National Association of Elementary School Principals and Wellesley School-Age Child Care Project. (1993)

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Kids Club: A School-Age Program Guide For Directors, Sisson, L.G. (1990)

REPORT

Latchkey Children and School-Age Child Care: A Background Briefing. By Fink. 1986, 18 pp. \$3.50

SACC NEWSLETTER

Subscription rate: 1 year (3 issues) \$18.00.

(Additional subscriptions to same address at \$10.00).

PUBLIC SERVICE ANNOUNCEMENTS

Three 30-second PSAs on School-Age Child Care on a single 1" videotape. \$20.00

OTHER PUBLICATIONS & RESOURCES

We will be happy to send you free information on our other publications and resources:

School-Age Child Care Project
Wellesley College
Center for Research on Women
Wellesley, Massachusetts 02181

Pilot Standard For Quality School-Age Child Care, NSACA (National School-Age Care Alliance).

RESOURCE LIST

1. **PAMPHLETS**

Neighborschools
All Star Express

Available from: Spokane School District #81
Neighborschools Program
N. 200 Bernard
Spokane, WA 99201

School-Age Child Care Programs in Washington Public Schools
Available from: Elementary School Principals'
Association, Curriculum Committee

II. **AGENCY RESOURCES**

Children's Resource & Referral Center 484-6733
District #81
YMCA
YWCA
Catholic Diocese of Spokane
Girl Scouts
Boy Scouts
Salvation Army
Central Valley School District
COSACC (Contact Neighborschools or Junior League of Spokane)
Junior league

III. **REFERENCES**

The Handbook for Latchkey Children & Their Parents, Lynette and Thomas Lond, Arbor House — 1983

School Age Child Care, An Action Manual, Baden, Genser, Levine, Seligson.

IV. **VOLUNTEER SOURCES**

Voluntary Action Center
YWCA Seniors Program

SOURCES FOR POTENTIAL VOLUNTEERS

Individual Community Centers
Senior Citizen Centers
SCC & SFCC, i.e., education, art, drama, home economics majors
High Schools
Social Service Organization (see your yellow pages)
United Way