



Self-Study Manual
for School Age Care Programs
(Serving Children & Youth through Secondary School)

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Missouri Accreditation of Programs for Children and Youth
P.O. Box 104175 Jefferson City, Missouri 65110

Directions:

The Program Director/Administrative staff is responsible for ensuring that all staff know and understand the expectations of all the indicators. The expectation is that every staff member has a working knowledge of the accreditation process, policy and procedures, and the indicators. A team of staff members should complete the self-study using the one to three rating scale. This is the staff member's self-assessment of how the program meets the self-study indicators. It is the responsibility of the Program Director/Administrative staff to submit the self-study through the on-line MARIT system. If the application is accepted a MOA review team will evaluate the program site for compliance with each indicator.

The self-study should be scored using the rating scale of one (1) to three (3)

1- Indicator is met

2- Indicator is not met

3- Indicator is not applicable to the program

A program site must have a completed scored self-study for each of the following age groups served:

- Infant Toddler, birth-23 months
- Early Childhood, 24 months - 6 years

- School Age, kindergarten – 17 years

I. Health, Safety, and Nutrition
Quality Indicators

Ratings

- | | | |
|--|---|---|
| 1. Two staff members (18 year and older) must be present at all times during hours of program operations both indoor and outdoor. If enrollment fluctuates (during the weeks over the summer months, etc.), information regarding how adult/child ratios (maximum group size of 32 children) are met must be described below in the remarks section. | 1 | 2 |
| 2. There is always an adult present, supervising, and youth are never left unsupervised for any amount of time. | 1 | 2 |
| 3. In the event of the Program Director's absence, an appropriate on-site person is designated to assume authority and to take action in an emergency and all staff are able to identify who is in charge. (Give the name of the staff member in the Remarks/Comments section on this page.) | 1 | 2 |
| 4. Staff follows a system to ensure that youth are released only to authorized checked ID's | 1 | 2 |
| 5. Staff provides protection/security from unwanted visitors and unauthorized pick-ups. | 1 | 2 |
| 6. Staff and/or family members are responsible for signing youth in and out of the program (a designated sign in/out sheet). | 1 | 2 |
| 7. A designated staff member witnesses the arrival and departure of all youth. | 1 | 2 |
| 8. A system exists for follow-up in the event a youth does not arrive as anticipated (staff makes calls to locate missing youth). | 1 | 2 |

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

I. Health, Safety, and Nutrition
Quality Indicators

Ratings

- | | | |
|---|---|---|
| 9. Toxic substances, dangerous materials and all items marked “Keep out of reach of children.” are stored in original labeled container and kept in a locked room or cabinet, inaccessible to youth, and away from medications and foods. This includes hand sanitizers marked as “keep out of reach of youth.” | 1 | 2 |
| 10. Toilet and hand-washing facilities are clean and in working order, soap and disposable towels are provided | 1 | 2 |
| 11. Sinks accessible to youth have a hot water temperature between 100° and 120° Fahrenheit. | 1 | 2 |
| 12. Staff wash their hands with soap and warm running water before and after serving or preparing food, administering medicine, treating injuries, and assisting youth with toileting or nose wiping. | 1 | 2 |
| 13. Disposable paper towels are used for drying hands and must be disposed of after use. | 1 | 2 |
| 14. Hand washing is practiced regularly (before meals and snacks, after toileting, nose wiping, and outdoor play) by youth. | 1 | 2 |
| 15. Clean sanitary drinking water is made available to youth throughout the day. Water is readily available (cups by sink, drinking fountain, or pitcher of water and cups). | 1 | 2 |
| 16. Hand washing signs posted | 1 | 2 |
| 17. Separate restrooms for boys and girls | 1 | 2 |
| 18. Provisions are available for safety reaching sinks and toilets and water fountains | 1 | 2 |

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

I. **Health, Safety, and Nutrition**
Quality Indicators

Ratings

19. Indoor/outdoor materials, equipment and supplies are safe and in good condition.

1 2

20. Program staff provides an outdoor play area that is protected by fences or by natural barriers to prevent access to streets and to avoid other dangers (pits, water, hazards, or wells).

1 2

Staff continually alert to the health and safety of each youth:

21. Individual medical problems and accidents are recorded.

1 2

22. Individual medical problems and accidents are reported to staff, director, and parents/families immediately.

1 2

23. Allergies (e.g., insect stings, food, plants) and individual specialized plans including emergency procedures are prominently posted in case of allergic reactions.

1 2

An indoor/outdoor first-aid kit is readily available on-site and must include:

24. Disposable, protective gloves

1 2

25. Band-aids/gauze

1 2

26. Emergency contact numbers (physician, hospital, parent)

1 2

27. Ice pack

1 2

28. First Aid kit is taken outdoors for outdoor activities

1 2

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

I. Health, Safety, and Nutrition
Quality Indicators

Ratings

29. Emergency numbers are visibly accessible (Local Emergency numbers or 9-1-1 and Poison Control).	1	2	
30. Parents'/families/telephone numbers are accessible, but not visible.	1	2	
31. All areas occupied by youth at any time are smoke-free.			
32. All non-pool water play must have direct supervision by a staff member and when possible, adult/youth ratio exceeds minimum licensing requirements.	1	2	3(N/A)
33. Pools are filtered and adult/youth ratios (16:1) exceed minimum licensing requirements to ensure youth safety. Unfiltered wading pools/swimming pools are not used. This would include pools of any kind (city pools, YMCA. etc.)	1	2	3(N/A)
34. An adult with a valid lifeguard training certificate, including CPR is present at all times when a swimming or wading pool containing a depth of 36" or more of water is being used.	1	2	3(N/A)
35. Youth practice at least one (1) emergency fire drill per month.	1	2	
36. Fire extinguishers are available, charged and tested as required.(current tags)	1	2	
37. Smoke detectors are in working condition.	1	2	
38. Written floor diagram with narrative procedure for emergency evacuation is posted visibly in each classroom.	1	2	

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

I. **Health, Safety, and Nutrition**
Quality Indicators

Ratings

- | | | | |
|---|---|---|--------|
| 39. Safety and security rules are posted and communicated to all staff and parents by posting in the classroom or in the family handbook. | 1 | 2 | |
| 40. A safety drill, either tornado or earthquake, or intruder emergency, is carried out monthly. A written record is kept of all safety drills. | 1 | 2 | |
| 41. Written disaster plan that include care/location of youth is communicated to the family by posting in the classroom or in the family handbook. | 1 | 2 | |
| 42. If used, water tables are emptied daily, or more frequently as required, and sanitized after use. | 1 | 2 | 3(N/A) |
| 43. Adults sit at the table with youth. If adults eat, they eat the same foods offered to the youth. Adults are not seen eating or drinking foods not offered to the youth. | 1 | 2 | |
| 44. School age youth serve themselves, within their capabilities. | 1 | 2 | |
| 45. Youth have ample time to eat and practice social interaction skills, such as having a conversation. | 1 | 2 | |
| 46. School Age youth clean up their own mess (wipe down tables, throw away trash, help clean up their own spills), within their capabilities. | 1 | 2 | |

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

I. **Health, Safety, and Nutrition**
Quality Indicators

Ratings

- | | | |
|--|---|---|
| 47. Food and drink are not given or withheld for punishment or reward. | 1 | 2 |
| 48. Food and drink, provided by the program, are available to youth at all times.
There are scheduled snack times, however other snacks are available if one is hungry. | 1 | 2 |
| 49. The amount and type of food offered is appropriate for the ages and size of youth,
as specified on the meal chart at the MOA website. | 1 | 2 |
| 50. Snacks and meals are timed appropriately for youth. | 1 | 2 |
| 51. Families are encouraged to bring nonfood items for holidays and celebrations. | 1 | 2 |
| 52. Homemade food items are not allowed. (Example: packaged or commercial foods) | 1 | 2 |
| 53. Nutrition education will be incorporated into the programming at least once
during the program year. | 1 | 2 |
| 54. Vending machines are not accessible to youth. | 1 | 2 |
| 55. Television is not accessible to youth during meal or snack times. | 1 | 2 |
| 56. Youth wash their hands before meals and snacks. | 1 | 2 |
| 57. Posters, pictures, and other visual displays are supportive of healthy eating habits. | 1 | 2 |

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

I. Health, Safety, and Nutrition
Quality Indicators

Ratings

The food/snack preparation area is safe and sanitary as evidenced by:

58. Floors, walls, ceiling, and equipment are clean and in good repair.

1 2

59. Equipped for safe food storage, preparation and serving of food.

1 2

60. Food brought in regarding individual youth's dietary needs is labeled with their name and the date it was brought in.

1 2

61. Youth cannot prepare food in the kitchen area of the program.

1 2

62. Feeding tables are sanitized before and after each meal using the three-step method.
(Wash with soapy water, rinse with clean water, sanitize with bleach water solution, and allow the table surface to air dry. A clean paper towel must be used with the first two steps.)

1 2

63. Food must be prepared and served hygienically

1 2

64. Well-balanced, nutritious meals and snacks are served in child-size portions
(following the Missouri Eat Smart guidelines).

1 2

65. Breakfast – Consists of 1) fluid serving of milk, 2) juice or fruit or vegetable,
and 3) bread or bread alternate

1 2 3(N/A)

66. Lunch/supper – Consists of 1) fluid serving of milk, 2) meat or meat alternate, 3) two
servings from fruit/vegetable components, and 4) bread or bread alternate

1 2 3(N/A)

67. Snack – Consists of two items selected from two of the four components: 1) fluid
serving of milk, 2) juice or fruit or vegetable, 3) bread or bread alternate,
and 4) meat or meat alternate

1 2

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).
Health, Safety, and Nutrition
School Age Self-Study 8

I. Health, Safety, and Nutrition
Quality Indicators

Ratings

The following indicators (indicators 68 through 83) apply anytime the youth leave the facility, during hours of operation, whether the youth are walking or being transported in a vehicle:

- | | | | |
|--|---|---|--------|
| 68. Constant supervision is provided for youth of all ages when away from the facility. | 1 | 2 | 3(N/A) |
| 69. Written parental permission for all youth is received prior to each trip. | 1 | 2 | 3(N/A) |
| 70. All field trips provide developmentally appropriate experiences for all youth. | 1 | 2 | 3(N/A) |
| 71. Site maintains a written emergency action plan to be followed in the occurrence of an accident. | 1 | 2 | 3(N/A) |
| 72. Information is left at the school site and a copy taken on the trip, which includes names of all youth and adults, the destination and times. | 1 | 2 | 3(N/A) |
| 73. Identifying information (name of the staff/provider, youth and the names, addresses and telephone numbers of each child's parent/guardian) is carried by the child care staff at all times. | 1 | 2 | 3(N/A) |
| 74. MOA's adult/youth ratios (16:1) are maintained at any time the youth are away from the facility. | 1 | 2 | 3(N/A) |
| 75. Face to name head counts of youth are taken before leaving the facility, during the activity, after taking the youth to the bathrooms, and when returning to the facility. Written documentation of this will be maintained on site. | 1 | 2 | 3(N/A) |

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

I. **Health, Safety, and Nutrition**
Quality Indicators

Ratings

- | | | | |
|--|---|---|--------|
| 76. Face to name head counts of youth are taken before leaving the facility, entering the <u>vehicle</u> , during the activity, after taking the youth to the bathrooms, after returning to the <u>vehicle</u> and when they return to the facility. Written documentation of this will be maintained on site. | 1 | 2 | 3(N/A) |
| 77. The driver of any vehicle used to transport youth is no less than 18 years of age and has a valid driver's license as required by Missouri law. | 1 | 2 | 3(N/A) |
| 78. All vehicles used to transport youth are licensed in accordance by Missouri Law and carry appropriate insurance. | 1 | 2 | 3(N/A) |
| 79. All youth being transported are seated in a permanent seat and restrained by seat belts as required by Missouri Law. If the youth are five years and older they may be transported on a school bus without seat belts. | 1 | 2 | 3(N/A) |
| 80. Appropriate supervision for youth requires adults, in addition to the driver, to be with the youth at all times. | 1 | 2 | 3(N/A) |
| 81. Youth are never left unattended in a vehicle. | 1 | 2 | 3(N/A) |
| 82. Vehicles are inspected to ensure that no youth are left on or under seats or anywhere else in the vehicle. | 1 | 2 | 3(N/A) |
| 83. A first-aid kit including the same supplies as the on-site kit is taken on field trips | 1 | 2 | 3(N/A) |

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

II. **Children and Family Relationships and Interactions**
Quality Indicators

Ratings

1. Staff positions themselves and moves around as needed to maintain interaction with youth.	1	2
2. Staff frequently engages in conversation, making all the youth feel welcomed.	1	2
3. Staff builds relationships with individual youth and relate to them in positive ways.	1	2
4. Staff helps facilitate positive interactions between youth through role modeling and promote positive peer relationships.	1	2
5. Staff promotes respect, and social interaction among all youth regardless of differences/abilities.	1	2
Staff model, encourage, plan for, and guide development of positive social acts and feelings, including:		
6. Acceptance of diversity	1	2
7. Cooperation/Compassion	1	2
8. Compromise	1	2
9. Friendship	1	2
10. Positive Interactions	1	2
11. Development of Peer Relationships	1	2
12. Staff provides opportunities for youth to make choices, fulfill leadership roles, and become more responsible.	1	2
13. Staff provides developmentally appropriate opportunities that challenge youth to learn and grow. Example: Staff verbally expands on ideas presented by youth, staff talks with youth about their play to help elaborate or extend the activity.	1	2

II. **Children and Family Relationships and Interactions**
Quality Indicators

Ratings

- | | | |
|---|---|---|
| 14. Food, rest, and water are always available to youth and not associated with punishment by staff. | 1 | 2 |
| 15. Staff establishes appropriate limits and guidelines that guide positive interactions with youth. | 1 | 2 |
| 16. Staff helps to make the program inviting by using positive conversation and tone.
Adult voices do not dominate the room. | 1 | 2 |
| 17. Staff uses the activities, environment, and policies to promote individual and small group interactions. | 1 | 2 |
| 18. Staff seek advice from the program director who may consult an expert concerning difficult to manage behaviors. | 1 | 2 |
| 19. Staff and classroom teachers cooperate to meet the individual needs of youth in the program. | 1 | 2 |
| 20. Staff work toward specific objectives, by using room arrangement, materials, and schedule. | 1 | 2 |
| 21. Independence is encouraged through environmental modification, appropriate activities, and teaching strategies (physical and verbal cues, attention-getters). | 1 | 2 |
| 22. Program adapts logical routines and events that help reinforce learning objectives.
(reminding youth what comes next) | 1 | 2 |
| 23. Alternative activities are available for youth to choose independently, that meet the needs of the youth in the program. | 1 | 2 |
| 24. All youth are encouraged to learn and show empathy and understanding for one another. | 1 | 2 |

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

II. **Children and Family Relationships and Interactions**
Quality Indicators

Ratings

There is a planned written process for orienting the youth and family to the program. It must include at least two of the following:

25. Pre-enrollment visit to the program	1	2	3(N/A)
26. Family orientation meetings	1	2	3(N/A)
27. Parent/family/youth open house	1	2	3(N/A)
28. Home visit	1	2	3(N/A)
29. Families are informed and involved in advance of the transition process to the next program setting, both within the center and the community.	1	2	3(N/A)
30. Family members of enrolled youth are encouraged to visit the program and observe youth at any time.	1	2	3(N/A)

Family members have opportunities to be involved in the ongoing program. It must include at least three of the following:

31. Celebrations	1	2	3(N/A)
32. Field trips	1	2	3(N/A)
33. Sharing family customs, games and experiences	1	2	3(N/A)
34. Special projects	1	2	3(N/A)
35. Sharing meals/snacks	1	2	3(N/A)
36. Assisting in program	1	2	3(N/A)
37. Input from families is sought regarding program content (involved in yearly program evaluation)	1	2	3(N/A)
38. Serving on the Program Advisory Council	1	2	3(N/A)

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).
 Children and Family Relationships and Interactions
 School Age Self-Study 13

II. Children and Family Relationships and Interactions
 Quality Indicators

Ratings

Staff interacts with families.

39. Greeting each day 1 2

40. Positive regard for youth and families 1 2

41. Respect their cultural backgrounds 1 2

42. Staff interactions with family members are characterized by warmth, friendliness, and respect. 1 2

43. Program provides information about community resources to youth and families. 1 2

44. Resources are available to help youth meet their goals (employment and volunteer opportunities, scholarship information, college applications) 1 2

45. Materials and/or information on community resources, including those for families of youth with special needs are available. 1 2

46. Family resource library is available. 1 2

47. Parent groups (support, education, interest. social, etc.) 1 2

48. Individual counseling and/or referral services are available. 1 2

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

II. **Children and Family Relationships and Interactions**
Quality Indicators

Ratings

Written and spoken methods are used to promote good communication between the program and family. It must include at least three of the following:

49. Emails and multimedia messages (text, etc.)	1	2	3(N/A)
50. Required daily greeting and/or brief conversations upon arrival and/or departure	1	2	3(N/A)
51. Regularly scheduled family conferences in a private space with confidentiality	1	2	3(N/A)
52. Information area/bulletin boards	1	2	3(N/A)
53. Optional home visits	1	2	3(N/A)
54. Progress reports (regularly scheduled, held in a private place with confidentiality)	1	2	3(N/A)
55. Newsletters	1	2	3(N/A)
56. Special notices	1	2	3(N/A)
57. Phone calls	1	2	3(N/A)
58. Daily records	1	2	3(N/A)
59. Survey for families to share home culture, ideas for the program, etc.	1	2	3(N/A)

Staff partner with families to:

60. Establish and support each individual youth's developmental goals	1	2
61. Facilitate the development of independent skills as positive experiences for youth	1	2

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

III. **Physical Environment**
Quality Indicators

Ratings

Facility is safe for youth and meets the following criteria:

- | | | | |
|--|---|---|--------|
| 1. Well lit (Natural light can be controlled with blinds or curtains) | 1 | 2 | |
| 2. Well ventilated, can be controlled | 1 | 2 | |
| 3. Indoor and outdoor stairways are safe from tripping hazards, well lit, and equipped with handrails that youth can reach. The stairways should be used safely by-staff and youth (no pushing, shoving, etc.) | 1 | 2 | |
| 4. Electric outlets are monitored for safety | 1 | 2 | |
| 5. Phones working properly and easily accessible | 1 | 2 | |
| 6. Exits easily accessible and not blocked | 1 | 2 | |
| 7. Room is at a comfortable temperature (approximately 68 F- 85 F). | 1 | 2 | |
| 8. Indoor flooring (including steps, carpets, and rugs) is well maintained, clean, and safe for use by all youth. | 1 | 2 | |
| 9. There is a minimum of 35 square feet of usable indoor space per youth. | 1 | 2 | |
| 10. The indoor environment includes area for youth to rest that includes washable rugs and beanbags. If youth are napping, cots must be used. | 1 | 2 | |
| 11. Program has daily use of a number of shared facilities, (computer lab, gym, library, classrooms) | 1 | 2 | 3(N/A) |
| 12. Materials and furniture are arranged in an orderly manner that allows for supervision of small group and individual interactions with youth. | 1 | 2 | |

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

III. **Physical Environment**
Quality Indicators

Ratings

The program has appropriate materials and equipment to be used indoors/outdoors that are accessible and well maintained.

13. Arts and Crafts Supplies	1	2	
14. Theater Supplies	1	2	
15. Music Equipment/Instruments	1	2	
16. Educational Games	1	2	
17. Building Materials/Tools	1	2	
18. Books	1	2	
19. Cooking Equipment	1	2	3(N/A)
20. Indoor/Outdoor Recreation Equipment	1	2	
21. Photography Equipment	1	2	
22. METS (math, engineering, technology, science) Supplies	1	2	
23. Computer/Digital Media	1	2	

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

III. **Physical Environment**
Quality Indicators

Ratings

Appropriate trash disposal including:

- | | | |
|--|---|---|
| 24. Adequate number of containers both indoors and outdoors | 1 | 2 |
| 25. Containers are clean, nonabsorbent, and in sound condition | 1 | 2 |
| 26. Outside trash area is clean and covered at all times | 1 | 2 |
| 27. Trash is removed daily | 1 | 2 |

Appropriate outdoor space including:

- | | | |
|---|---|---|
| 28. A minimum of 75 square feet of outdoor space per youth at any one time. | 1 | 2 |
| 29. The outdoor space is large enough and equipped appropriately to allow youth to be active, independent and creative. | 1 | 2 |
| 30. Fall zones are covered with impact absorbent materials to cushion falls. This includes resilient surfaces that are maintained and covered | 1 | 2 |
| 31. Outdoor space is safe and free of hazards. | 1 | 2 |
| 32. There is storage space for materials not being used. | 1 | 2 |
| 33. If sand/sandboxes are used, they must be covered when not in use. This includes any sand containers. | 1 | 2 |
| 34. There is adult supervision present for each group if sharing the outdoor space such as science lab, general public, etc. | 1 | 2 |
| 35. Convenient safe access to outdoor space. | 1 | 2 |

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

IV. **Programming/Curriculum**
Quality Indicators

Ratings

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|---|---|---|
| 1. The program staff provides developmentally appropriate opportunities that challenge youth to learn and grow by planning program activities that align with the mission and goals of the program. | 1 | 2 |
|---|---|---|

Objectives/expectations for all youth are:

- | | | |
|--|---|---|
| 2. Used to recognize the range of each youth's abilities | 1 | 2 |
| 3. Respondent to the youth's culture and home language | 1 | 2 |
| 4. Respondent to individual temperament and feelings | 1 | 2 |
| 5. Consistent with the philosophy of the program | 1 | 2 |
| 6 The program encourages youth input and participation in activity planning implementation. | 1 | 2 |
| 7. The program structure allows youth the opportunity to choose from a wide variety of activities and formats that meet their interests and help promote their development with a program schedule that is consistent enough to establish routine but offers flexibility for individual or situational needs of youth. | 1 | 2 |

Daily planning includes:

- | | | |
|---|---|---|
| 8. A variety of stimulating materials that allow youth to take initiative and explore their interests. | 1 | 2 |
| 9. Opportunities for adult/youth interaction through youth planned activities. | 1 | 2 |
| 10. Individual/group experiences appropriate to the youth's developmental levels and interest of youth. | 1 | 2 |
| 11. Program activities are youth focused and youth driven. | 1 | 2 |
| 12. Planned activities are relevant and reflective of the population served and show positive regard for cultural backgrounds present in the program and in the larger community. Please give description below in the remarks section. | 1 | 2 |

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

Programming Curriculum
School Age Self-Study 19

IV. Programming/Curriculum
Quality Indicators

Ratings

Program staff should regularly provide opportunities for:

- | | | |
|--|---|---|
| 13. Youth decision-making | 1 | 2 |
| 14. Physical, cognitive, social, emotional, and creative needs should be addressed | 1 | 2 |
| 15. Teaching essential life skills | 1 | 2 |
| 16. Problem solving, math, reasoning | 1 | 2 |
| 17. Negotiation | 1 | 2 |
| 18. Communication | 1 | 2 |
| 19. Life management skills | 1 | 2 |
| 20. Questioning | 1 | 2 |
| 21. Ongoing long-term projects | 1 | 2 |
| 22. Literacy skills of reading, writing, listening, and speaking | 1 | 2 |
| 23. Exploring global, cultural and community identity | 1 | 2 |
| 24. Music, rhythm, and song | 1 | 2 |
| 25. Gross and fine motor activities | 1 | 2 |

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

IV. **Programming/Curriculum**
Quality Indicators

Ratings

26. Art	1	2	
27. Cooking	1	2	3(N/A)
28. Uninterrupted play	1	2	
29. Outdoor experiences, nature activities	1	2	
30. Youth's work displayed in program/building space	1	2	
31. Community Service	1	2	3(N/A)
32. Quiet time, space and activities	1	2	
33. Youth leading younger youth in games or activities	1	2	
34. Manipulatives (blocks, construction)	1	2	
35. Drama and theatre activities (costumes, plays reader's theatre)	1	2	
36. Science	1	2	

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

IV. **Programming/Curriculum**
Quality Indicators

Ratings

- | | | |
|--|---|---|
| 37. The use of <u>passive</u> media (television, computers, iPads, and other electronic media) is an alternative choice and limited to developmentally appropriate programming. These types of media are selected with intentionality and are used to expand, enrich, and implement the overall goals and curriculum. | 1 | 2 |
| 38. Limiting screen time to 60 minutes per youth per week (excluding special occasions). This screen time should be reflected in the in the program's plans | 1 | 2 |
| 39. Showing videos that have been previewed by adults previous to use and are age appropriate | 1 | 2 |
| 40. Ensuring content is consistent with overall programming and learning objectives | 1 | 2 |
| 41. Adult viewing and discussion of the content with youth | 1 | 2 |

Please explain: (1) how the use of screen time is integrated into curriculum planning and
(2) If screen time is used, how many minutes per day is viewed.

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).