

## 1. Program Access and Enrollment

The program recruits and enrolls eligible children and youth.

1. The program develops and implements a recruitment plan that includes:

- a. conducting ongoing outreach to inform the public, including the families of prospective program participants, about the program's mission, goals, activities, and benefits; and
- b. addressing potential barriers that might prevent children and youth from participating.

2. Hours of operation and expectations regarding attendance are based on consideration of community needs, program goals, and the best available evidence of effectiveness.

3. During registration or orientation, children and youth and their families are:

- a. informed about the program's mission, goals, activities, and hours of operation;
- b. provided with a handbook that details program policies and procedures;
- c. explained their rights, including any obligations the program has to them;
- d. informed about rules, responsibilities, expectations, and any situations that can result in removal from the program;
- e. offered a tour of the facility; and
- f. introduced to staff and program participants.

4. Registration practices:

- a. ensure equitable treatment;
- b. support timely program enrollment; and
- c. provide for placement on a waiting list, if desired.

5. The program collects relevant information from children and youth and their families, including:

- a. identifying information, including name and date of birth;
- b. address;
- c. emergency contact information, including written parental authorization for emergency care;
- d. relevant health information (e.g., records of up-to-date screenings and immunizations);
- e. whether children and youth have any special needs to be accommodated, including needs related to health or mental health;
- f. consent forms or permission slips, as needed;
- g. authorizations for pick-up, if applicable; and
- h. relevant school day data, if applicable.

6. When children and youth have special needs, the program collaborates with families and other involved providers to learn about:

- a. their strengths and needs; and
- b. strategies for meeting their needs and helping them fully participate in the program.

7. 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:

- a. the amount that will be charged;
- b. when fees or co-payments are charged, changed, refunded, waived, or reduced;
- c. the manner and timing of payment; and
- d. the consequences of nonpayment.

## 2. Program Climate

The program's leaders demonstrate a commitment to establishing a positive climate that allows all children and youth to feel socially, emotionally, physically, and intellectually safe and supported.

## 3. Building Supportive Relationships Between Program Participants and Adults

Personnel develop positive, caring, and supportive relationships with children and youth.

1. Personnel actively engage with children and youth in a warm, friendly, and respectful manner that helps them feel welcome, comfortable, and supported.

2. Personnel encourage the development of trust by:

- a. treating all children and youth without favoritism or discrimination; and
- b. being consistent and dependable, following through on what they say they will do.

3. In an effort to truly get to know children and youth, personnel take the time to:

- a. give children and youth individualized attention;
- b. check in with children and youth to see how they are doing;
- c. ask open-ended questions that encourage children and youth to share information about their lives, cultures, feelings, perspectives, needs, and interests; and
- d. pay close attention to what children and youth say and do, making a special effort to learn about their individual interests, abilities, temperaments, learning styles, and needs, including any special needs they may have.

4. Personnel support children and youth by:

- a. responding to them with interest, acceptance, and appreciation; and
- b. responding appropriately to their individual needs, interests, and abilities

5. Personnel maintain clear and appropriate boundaries with children and youth.

## 4. Promoting Positive Behaviors and Healthy Peer Relationships

Personnel partner with children and youth to build a nurturing, inclusive community that supports positive behavior and encourages respectful, cooperative interactions.

1. The program's space, materials, and activities are designed to be welcoming to and supportive of all children and youth regardless of their background, race, ethnicity, culture, language, religion, socioeconomic status, gender identity and expression, sexual identity, sexual orientation, disability, or ability.

2. The program supports positive behavior by establishing a consistent routine that:

- a. is clearly communicated to children, youth, and families;
- b. supports achievement of the program's goals;
- c. encourages active participation and engagement;
- d. provides stability and predictability;
- e. includes time for children and youth to settle in and adjust upon arrival;
- f. facilitates smooth transitions and minimizes the need for waiting or rushing;

- g. allows children and youth to meet their physical needs (e.g., for water, food, or the restroom) in a relaxed way; and
- h. complements and extends the school-day routine, to the extent possible and appropriate.

3. Children and youth are involved in developing rules and behavioral expectations that:

- a. establish clear expectations for interactions and behavior;
- b. are designed to encourage the development of a safe, caring, respectful, and inclusive environment that supports self-expression and learning;
- c. are appropriate to the ages and developmental levels of program participants, as well as to the goals of the program;
- d. are clearly communicated to all program participants; and
- e. are consistently upheld and implemented.

4. In an effort to facilitate the development of peer relationships and foster a sense of community, children and youth are provided with opportunities to:

- a. socialize with their peers; and
- b. participate in structured community-building activities such as introductions, icebreakers, or community circles.

5. In an effort to help children and youth learn to self-regulate their emotions and behavior, personnel:

- a. model healthy strategies for expressing and managing emotions;
- b. help children and youth learn how to recognize and understand emotions and their causes and effects, including how emotions can influence thoughts and behaviors;
- c. help children and youth learn strategies for expressing and managing their emotions in an appropriate and constructive manner;
- d. provide opportunities for children and youth to practice handling their emotions in healthy and responsible ways; and
- e. offer coaching and guidance to help children and youth appropriately express and manage their emotions, as needed.

6. Personnel support children and youth in developing empathy, openness, and respect for others by:

- a. explaining that all people are unique individuals;
- b. helping children and youth learn about diversity and difference, including diversity of perspectives, cultures, temperaments, needs, and abilities;
- c. modeling inclusiveness and respect for difference;
- d. teaching children and youth to be kind and stand up for others; and
- e. facilitating opportunities for children and youth to listen to and learn about the experiences, feelings, and perspectives of others.

7. Personnel use modeling, instruction, practice, and coaching to help children and youth develop interpersonal skills and knowledge that facilitate appropriate interactions and collaboration, including:

- a. treating others with fairness and respect;
- b. understanding social norms and cues;
- c. demonstrating an awareness of different perspectives and cultures;
- d. listening actively and deeply, without interrupting;
- e. effectively conveying their points of view; and
- f. resolving conflicts and disagreements.

## 5. Positive Approaches to Guiding Behavior

### Personnel use positive techniques to guide and manage behavior

1. Personnel observe children and youth and their behaviors, and support and encourage positive choices and behavior by:
  - a. maintaining high expectations for children and youth;
  - b. recognizing and reinforcing positive behavior; and
  - c. providing individualized guidance and support to encourage engagement and help prevent problems, as needed.
  
2. When concerning behaviors or conflicts arise, personnel determine:
  - a. when children and youth can be left alone or quickly redirected;
  - b. when children and youth can be encouraged to resolve situations on their own; and
  - c. when it is necessary to intervene.
  
3. When it is necessary to intervene in a situation, personnel:
  - a. remain calm and patient;
  - b. refrain from publicly criticizing children and youth, to the extent possible;
  - c. acknowledge the feelings of children and youth;
  - d. help children and youth cool down, as needed;
  - e. speak with children and youth to learn their perspectives regarding what caused the situation; and
  - f. consider whether there are any underlying causes or circumstances that may have triggered or contributed to the situation.
  
4. In an effort to prevent future incidents and maintain a positive program climate, responses to concerning behavior include:
  - a. viewing incidents as learning opportunities that can help improve how children and youth behave and relate to others;
  - b. helping children and youth reflect upon why the incident occurred, the impact of their actions, what they can do differently next time, and what support is needed to make that change;
  - c. helping children and youth take responsibility for their actions in ways that are respectful, appropriate to age and developmental level, and related to the behavior in question;
  - d. helping children and youth repair their relationships with their peers and the program community; and
  - e. considering and addressing the needs and circumstances of all involved, including balancing accountability for actions with an understanding of the factors and underlying causes that may have contributed to those actions.
  
5. In an effort to meet the needs of children and youth with a history of trauma, personnel:
  - a. are able to recognize when a child or youth may have experienced trauma;
  - b. understand the impact of trauma, including the impact trauma can have on child learning and behavior;
  - c. balance accountability for actions with an understanding of the way past trauma may have contributed to those actions.
  
6. Personnel are able to recognize when a child or youth may be experiencing bullying, and:
  - a. intervene immediately and appropriately with the involved children and youth;
  - b. document the incident(s);
  - c. follow up individually with the involved children and youth to make sure the bullying does not continue and address both the causes and any negative effects of the bullying; and
  - d. collaborate with families, other program personnel, and other relevant partners to monitor the situation and address any issues and effects.

7. When children and youth have special behavioral needs, personnel provide additional support and individualized interventions, as needed.

8. Program policy prohibits restrictive and negative approaches to behavior management including, but not limited to:

- a. isolation and locked seclusion;
- b. manual, mechanical, and chemical restraint;
- c. corporal punishment;
- d. aversive stimuli;
- e. withholding nutrition or hydration;
- f. inflicting physical or psychological pain;
- g. demeaning, shaming, or degrading language or activities;
- h. overly punitive restrictions;
- i. forced physical exercise to eliminate behaviors;
- j. punitive work assignments;
- k. punishment by peers; and
- l. group punishment or discipline for individual behavior.

## 6. Family Connections

Personnel build relationships with family members that increase the ability of both the program and family to support children and youth.

1. Family members are treated with respect, and helped to feel welcome and comfortable at the program.
2. Program personnel engage in two-way communication with families at regular intervals to:
  - a. discuss the program's mission, goals, activities, and events;
  - b. learn and share information regarding the needs and progress of children and youth;
  - c. offer guidance regarding ways families can support the learning and development of their children;
  - d. respond to family needs; and
  - e. facilitate connections between families and school-day staff, when appropriate.
3. Family members are provided with opportunities to become appropriately engaged with the program.
4. Family members are encouraged to provide input and feedback about the program.
5. Personnel and families work together to make arrivals and departures go smoothly.
6. Families are provided with information about resources and services needed to address issues that pose barriers to children's learning and development.

## 7. Community Relationships and Partnerships

Connections with other community organizations, institutions, and members increase the ability of the program and community to support and engage children and youth.

1. The program develops and maintains a list of community organizations and institutions to identify the potential for collaboration and partnerships.

2. In an effort to encourage successful collaboration, the program works with its partners to:
  - a. specify the goals of the partnership;
  - b. outline the roles and responsibilities of different parties;
  - c. establish mechanisms for regular communication, including for both individual and group contact and meetings; and
  - d. periodically evaluate the successes, challenges, and value of the partnership.
3. The program establishes partnerships that enable it to sustain and enhance programming by facilitating access to resources that include:
  - a. needed space, transportation, equipment, supplies, and funding, including sources of subsidy that can help make the program affordable;
  - b. experts with specialized content knowledge relevant to programming and activities;
  - c. opportunities for staff training and professional development;
  - d. opportunities to recruit potential personnel and volunteers; and
  - e. opportunities to recruit prospective program participants.
4. The program partners with school-day personnel to:
  - a. ensure that programming and activities complement, extend, and expand school day learning;
  - b. learn about the strengths, needs, and progress of children and youth; and
  - c. communicate information about children and youth's performance and progress at the program.
5. Children and youth are provided with opportunities to get to know and become involved with their communities.
6. In an effort to ensure that the needs of children and youth are met, the program:
  - a. establishes working relationships with organizations and agencies prepared to address factors that pose barriers to children's engagement and learning; and
  - b. collaborates with other community organizations, institutions, and members to identify and address gaps in services needed by children and families.

## 8. Programming and Activities

Program activities and instruction are designed to help children and youth explore interests, build skills, and experience success.

1. Children and youth are engaged in activities that are:
  - a. designed to build specific skills and foster the development of positive interests;
  - b. based on a curriculum that matches program goals and the needs of participating children and youth;
  - c. guided by plans that address both the substance and logistics of activities (including learning goals, preparation, timing and transitions, materials, outcomes to look for, and strategies for accommodating the needs of children and youth with differing skills and abilities).
2. Personnel provide formal or informal instruction that:
  - a. helps children and youth understand the goals to be accomplished;
  - b. includes models for children and youth to emulate; and
  - c. clearly conveys information and directions related to the activity, including the time available for different tasks and any specific steps to be followed, as applicable.
3. Personnel demonstrate an understanding of, and programming is designed to meet, the developmental needs of the children and youth the program is designed to serve.

4. The program provides activities that:

- a. engage children and youth in active learning experiences that facilitate learning by doing;
- b. reflect and support the interests, experiences, and cultures of children and youth;
- c. offer exposure to new ideas, people, and places;
- d. encourage creativity and innovation; and
- e. build upon one another to facilitate a step-by-step approach to learning, when possible.

5. Balancing respect for children and youth's autonomy with the need to provide adequate support, personnel:

- a. utilize questioning techniques designed to encourage independent thinking and dialogue;
- b. check in with children and youth to assess understanding, needs, and progress and monitor the level of difficulty presented;
- c. provide balanced and realistic feedback designed to promote improvement;
- d. offer encouragement, assistance, and coaching to support and extend children and youth's participation and learning, as needed and without taking control;
- e. vary the approaches used to engage and support children and youth based on their differing personalities, temperaments, learning styles, and abilities; and
- f. modify instruction and activities to accommodate children and youth with differing needs and abilities, when necessary.

6. Activities allow sufficient time for practice and skill building, and personnel:

- a. have high expectations regarding what children and youth can accomplish;
- b. emphasize that learning is a process;
- c. encourage children and youth to try new skills and activities and persist through difficulties;
- d. reframe "failure" as an opportunity for learning and improvement; and
- e. emphasize that success is the result of hard work rather than innate ability.

7. Activities provide opportunities for children and youth to:

- a. think deeply about different topics;
- b. synthesize and analyze information;
- c. discover patterns and relationships; and
- d. solve problems.

8. Activities provide opportunities for children and youth to:

- a. communicate their thoughts and ideas; and
- b. contribute to dialogue and discussion.

9. Children and youth have opportunities to:

- a. make meaningful choices and decisions; and
- b. assume an appropriate level of responsibility and leadership.

10. Children and youth have opportunities to work together to achieve shared goals, and personnel facilitate successful collaboration by:

- a. helping children and youth develop skills that support cooperative work;
- b. considering age, developmental level, and skill level when creating groups;
- c. establishing expectations for group norms and participation;
- d. utilizing collaborative learning structures designed to help all children and youth engage, participate, and learn, regardless of their temperaments, needs, or abilities;
- e. monitoring group activity, and providing feedback and assistance as needed; and
- f. encouraging group members to reflect on group functioning.

11. Children and youth have opportunities to participate in activities or projects that:

- a. involve multiple steps and take place over time;
- b. include an in-depth focus on a particular topic or issue;

- c. enable children and youth to take an active role in developing and implementing plans and evaluating progress towards goals; and
- d. culminate in a presentation or celebration that highlights the accomplishments of children and youth.

12. Children and youth have opportunities to participate in projects or activities that are designed to encourage civic engagement and foster a generosity of spirit.

13. The program maximizes opportunities to integrate content across program topics and activity types.

14. Personnel support children and youth in processing and reflecting on their learning and progress by:
- a. providing intentional opportunities for them to express and evaluate their thoughts and feelings about their learning and experiences at the program;
  - b. encouraging them to assess their own strengths and progress and set goals for improvement;
  - c. helping them make connections between their learning and experiences at the program and outside knowledge, interests, experiences, and goals; and
  - d. providing input and perspective to help them interpret and reevaluate their experiences, as needed.

15. Individual and group progress and accomplishments are recognized and celebrated both:
- a. on an ongoing basis, throughout the course of children and youth's involvement with the program; and
  - b. through opportunities to present and showcase the completed work and achievements of children and youth.

16. In order to ensure that programming reflects the needs and interests of program participants, children and youth are encouraged to share their thoughts and ideas regarding program activities, and are involved in developing and evaluating activities and initiatives.

17. The program develops and implements policies and/or procedures regarding the use of technology that:
- a. balance concerns regarding the importance of limiting "screen time" with any program goals that are dependent upon the use of technology;
  - b. address both program and personal devices; and
  - c. take into account any policies or procedures regarding technology usage that are in place at the program's host, if applicable

18. In order to protect the health, safety, and wellness of children and youth:
- a. an activity/practice that is deemed unacceptable according to prevailing professional standards is immediately discontinued; and
  - b. an activity/practice that produces adverse effects is suspended pending investigation and resolution of the issue.

## 9. Indoor Environment and Materials

The program's indoor environment and materials meet the needs of children and youth and support program goals.

1. There is enough room in the indoor space for program activities, and the space is arranged to:
- a. accommodate the activities offered;
  - b. minimize crowding and disruptions, including when multiple activities go on at the same time;
  - c. promote socialization and interactivity among participants; and
  - d. accommodate children and youth who wish to rest or be alone.

2. Program furniture is:

- a. in good condition;
- b. appropriate to the ages and sizes of children and youth in the program;
- c. sufficient to accommodate the number of children and youth in the program.

3. Program visual displays:

- a. support the goals of the program;
- b. feature work created by program participants (e.g., artwork); and
- c. incorporate items of interest to program participants, including items selected or arranged by children and youth.

4. Program supplies and equipment are:

- a. suited to the activities offered and the goals of the program;
- b. designed to support and encourage creativity;
- c. in good condition;
- d. sufficient for the number of children and youth in the program; and
- e. appropriate to the ages and developmental levels of program participants, including for children and youth with differing levels of skill and ability.

5. There is adequate and convenient storage space for equipment, materials, and personal possessions of children, youth, and personnel.

## 10. Outdoor Environment and Materials

The program's outdoor environment and materials meet the needs of children and youth and support program goals.

1. The outdoor space is large enough to accommodate the number of children and youth served, and suitable for the type of activities offered.
2. Supplies and equipment for outdoor activities are:
  - a. suited to the activities offered and the goals of the program;
  - b. in good condition;
  - c. sufficient for the number of children and youth in the program; and
  - d. appropriate to the ages and developmental levels of program participants, including for children and youth with differing levels of skill and ability.
3. There is adequate and convenient storage space for outdoor supplies and equipment.
4. Permanent playground equipment is suitable for the ages, sizes, and abilities of children and youth.

## 11. Health

The program protects and promotes the health of children and youth.

1. The program promotes healthy eating and good nutrition by serving:
  - a. unsweetened beverages such as water or plain milk; and
  - b. a variety of healthful and minimally-processed foods that do not contain artificial ingredients, unhealthy fats, added sugars, or high levels of sodium (e.g., fruits, vegetables, whole grains, nuts, beans, and lean meats).

2. Program personnel:
  - a. make clean and safe drinking water readily available at all times, including when children and youth are outdoors or on field trips;
  - b. provide snacks and meals at appropriate times;
  - c. provide children and youth with enough time to eat;
  - d. offer amounts of food that are appropriate for the ages and sizes of children and youth; and
  - e. support children's and youth's need to self-regulate the amount they eat.
  
3. The program supports and encourages the physical fitness of children and youth by:
  - a. designing the activity schedule so that children and youth do not sit for more than one hour at a time, and incorporating short physical activity breaks into sedentary activities and transition times; and
  - b. providing opportunities for children and youth to engage in physical activity for at least 30 to 60 minutes per day.
  
4. The program creates an environment that supports and encourages healthy eating and physical activity by ensuring:
  - a. personnel model healthy eating and physical activity while on the job;
  - b. posters, displays, and other program materials convey positive messages about healthy eating and physical activity;
  - c. food and physical activity are not offered or withheld as a reward or punishment;
  - d. screen time is limited; and
  - e. there is adequate access to the facilities needed to support healthy eating and physical activity (e.g., kitchen, storage, and recreational facilities).
  
5. Children and youth are helped to understand the importance of developing healthy habits that support both physical and mental wellness.
  
6. In an effort to support children and youth in developing and maintaining healthy habits, the program provides families with information regarding:
  - a. the importance of a healthy lifestyle, including ways to encourage healthy habits at home; and
  - b. the types of food that may be brought to the program.
  
7. Children and youth have frequent, regular opportunities to participate in outdoor activities, weather permitting.
  
8. When children and youth have particular health or mental health needs, the program:
  - a. maintains information regarding needs in children and youths' health records;
  - b. specifies the role it will play in meeting those needs; and
  - c. ensures that personnel are informed about children and youths' needs and prepared to carry out any related responsibilities.
  
9. 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 bathroom.
  
10. To protect children and youth from injuries and illnesses, the program ensures:
  - a. families are provided with attendance guidelines that address when sick children and youth should not come to the program;
  - b. procedures address when families should be notified that their children may have been exposed to an infectious disease;
  - c. health problems and injuries are promptly documented and reported to parents or legal guardians;
  - d. proper health precautions are followed when supervising children and youth who are ill or injured;
  - e. suspected child abuse and neglect is reported to prescribed authorities;
  - f. personnel are healthy and capable of performing the essential functions of the job with reasonable accommodation.

11. The program provides an optimal learning environment that is:

- a. clean;
- b. well-lit, with natural light where possible;
- c. maintained at a safe, comfortable temperature and noise level;
- d. odor-free; and
- e. adequately ventilated.

12. Program policy prohibits smoking anywhere on the premises, including outside entrances, outdoor play areas, and program vehicles.

13. 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.

## 12. Safety

The program ensures the safety of children, youth, and personnel on its premises.

1. There are no observable safety hazards in the indoor space, and materials used for indoor play are safe.
2. There are no observable safety hazards in the outdoor space, and equipment for active play is safe.
3. The program develops an emergency response plan that addresses:
  - a. procedures for responding to emergency situations;
  - b. training children and youth in a developmentally and age-appropriate manner on how to respond in case of emergency;
  - c. coordinating with emergency responders, and accessing emergency transportation, both on- and off-site;
  - d. coordinating and communicating with the families of children and youth, both on- and off-site;
  - e. coordinating with appropriate local, state, and federal governmental authorities;
  - f. evacuating persons with mobility challenges and other special needs;
  - g. accounting for the whereabouts of children, youth, personnel, and visitors.
4. The program ensures personnel are prepared to respond to accidents and emergencies by:
  - a. maintaining a readily accessible telephone for incoming and outgoing calls, both on- and off-site;
  - b. maintaining emergency numbers, including police, fire, ambulance, and poison control, both on- and off-site;
  - c. providing annual training for personnel on how to respond in case of accident or emergency;
  - d. maintaining poison control information and first aid manuals, supplies, and equipment, both on- and off-site; and
  - e. maintaining an automated external defibrillator (AED) in a well-marked, accessible location proximate to the areas where sports/fitness areas are held, as appropriate.
5. The program:
  - a. conducts fire drills according to legal requirements, and at least monthly;
  - b. documents fire drills when they are held.
6. Indoor and outdoor facilities and equipment are properly maintained through:
  - a. regular inspections;
  - b. preventive maintenance by a qualified professional;
  - c. a monthly review of the heating, fire extinguishers, fire safety, lighting, and other systems;

- d. a review of vehicle safety inspections; and
  - e. quick responses to emergency maintenance issues and potentially hazardous conditions.
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.
8. Protocols and controls governing the proper administration and storage of medication include:
- a. locked, supervised storage with access limited to authorized personnel and in accordance with law, regulation, and manufacturer's instruction;
  - b. maintaining medication in original and child resistant packaging, and labeling with the name of the child or youth, medication name, dosage, prescribing physician name, and number or code identifying the written order;
  - c. appropriate disposal of expired or unused medication, syringes, medical waste, or medication prescribed to former persons served;
  - d. a record of who received medications, what medications were administered, and when and by whom medications were administered;
  - e. protocols for the administration of over-the-counter medications.
9. When adverse effects of medication are observed, personnel discuss such concerns with the child's or youth's parent or legal guardian.
10. A program that permits or requires the use of program- or privately-owned vehicles to transport clients requires:
- a. the use of age-appropriate passenger restraint systems;
  - b. adequate passenger supervision, as mandated by statute or regulation;
  - c. proper maintenance of program-owned vehicles;
  - d. current registration and inspection of vehicles;
  - e. annual validation of licenses and driving records; and
  - f. motor vehicle insurance.
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.
12. The program ensures that there is at least one person certified in basic first aid and age-appropriate CPR on duty and available at all times the program is in operation, including on field trips away from the program site.
13. When internet access is offered to participants:
- a. children, youth, and staff are trained on internet safety and the program's internet usage policies and/or procedures; and
  - b. the program has appropriate internet safety measures in place to prevent access to specific sites or inappropriate content.

### **13. Supervision**

The program ensures the safety of children and youth by providing sufficient and appropriate supervision at all times.

1. The ratio of personnel to children and youth in the program is based on the ages and abilities of children and youth, and is:
- a. between 1:10 and 1:15 when all children and youth are age six and older; and
  - b. between 1:8 and 1:12 when the program includes children under age six.

2. Personnel plan for and provide different levels of supervision according to:
  - a. the type, complexity, and level of risk or difficulty of activities; and
  - b. the ages, abilities, developmental levels, and needs of children and youth.
  
3. The program implements a supervision system that:
  - a. enables personnel to know where children and youth are, and what they are doing, at all times;
  - b. allows personnel to see and/or hear all the children and youth they are supervising;
  - c. includes special provisions for monitoring children and youth who have permission to be out of sight;
  - d. protects younger children when they move from place to place or use the restroom;
  - e. enables children and youth to access help at all times; and
  - f. makes communication possible between different areas within the program site.
  
4. The program ensures safety during arrivals and dismissals by:
  - a. working with parents or other appropriate family members to obtain instructions for arrival and dismissal;
  - b. establishing a system for monitoring when children and youth arrive, when they leave, and with whom they leave;
  - c. developing a system to keep unauthorized people from taking children and youth;
  - d. establishing protocols for families or schools to contact the program if children and youth will be arriving late, leaving early, or absent; and
  - e. developing procedures that address how to respond if a child or youth is not picked up in a timely manner at dismissal.
  
5. There is a plan to provide adequate staff coverage:
  - a. when personnel are absent (i.e. due to illness, personal reasons, or professional development);
  - b. when personnel leave the room to take a break or retrieve supplies; and
  - c. when emergencies or special circumstances arise during the program day.
  
6. One-on-one interactions between personnel and children and youth are in public areas visible by at least one other adult.

#### **14. Protecting the Rights of Children and Youth and their Families**

The rights and privacy of children and youth, and their family members, are respected.

1. 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.
  
2. 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:
  - a. the right to file a grievance without interference or retaliation;
  - b. timely written notification of the resolution and an explanation of any further appeal, rights, or recourse;
  - c. 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.
  
3. Personnel find effective ways to communicate with all children and youth and their families, and accommodate written and oral communication needs by:
  - a. taking extra time with individuals who speak another language at home or have difficulty listening or speaking;

- b. speaking to individuals on a level they seem to understand, and recognizing both non-verbal and verbal responses;
  - c. communicating, in writing and orally, in the languages of the major population groups served;
  - d. providing, or arranging for, bilingual personnel or translators or arranging for the use of communication technology, as needed;
  - e. providing telephone amplification, sign language services, or other communication methods for deaf or hearing impaired persons, to the extent possible; f. providing, or arranging for, communication assistance for persons with special needs who have difficulty making their needs known; and
  - g. considering literacy level when preparing written material.
4. Informed, written consent is obtained from children and youth, and their parents or legal guardians, prior to recording, photographing, or filming.
5. 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.
6. 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:
- a. determines if the reason to release information is valid;
  - b. obtains informed, written authorization from the child or youth's parent or legal guardian;
  - c. offers a copy of the signed authorization to the parent or legal guardian, and maintains a copy in the child's file; and
  - d. involves the child or youth in the process, to the extent possible and appropriate based on age and developmental level.
7. The program enrolls children and youth with special needs and:
- a. makes reasonable, respectful accommodations to help them fully participate in the program;
  - b. encourages collaboration among personnel, families, and other involved providers to promote consistency in meeting needs; and
  - c. ensures they are grouped with peers of the same age range, even if their documented developmental level is different from their chronological age.
8. 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.
9. Children and youth have the right to opt out of any program activity or field trip.
- Interpretation: When a field trip is planned and alternative programming will not be provided for children and youth who choose not to attend, children, youth, and their families should be informed ahead of time.*