

ELEMENT 1

Environment & Climate

A quality program provides a safe, healthy, and nurturing environment for all participants, staff members, and families.

A QUALITY PROGRAM:

Physical

1. *Provides a stimulating, engaging, welcoming, and supportive environment for all participants.
2. *Ensures program space is safe, clean, and appropriately equipped.
3. *Develops, implements, and shares approved safety plans and procedures with staff, families, and host school as applicable.
4. *Provides effective supervision of participants by an approved adult at all times.
5. *Develops and manages effective arrival and dismissal procedures and plans for safe travel home.
6. *Provides healthy and nutritious snacks and/or supper.

PERFORMANCE LEVEL				PLAN TO IMPROVE		
1	2	3	4	RIGHT NOW	THIS YEAR	NEXT YEAR

Emotional

7. Is aware of, records, and supports staff to address the mental and physical needs of participants in compliance with HIPAA and FERPA.
8. Establishes, maintains, and communicates a respectful, inclusive code of conduct with staff, participants, and their families.
9. Applies an approach to behavior management that includes positive reinforcement and intentional social-emotional skill-building.
10. Intentionally plans for, welcomes, and creates an environment that actively supports participants with diverse abilities.
11. Embraces dignity for all participants, fosters a sense of belonging, and promotes physical and emotional safety through a culture of support, inclusion services, and mutual respect.

NOTES:

Environment & Climate

A quality program provides a safe, healthy, and nurturing environment for all participants, staff members, and families.

A quality program has a space that supports positive youth development and encourages positive interactions among peers and adults. All feel safe from intimidation, teasing, bullying, and violence, and mutual respect is encouraged. The physical space is well-equipped and safe for all program activities. All health and safety codes are met.

PHYSICAL:

Environment & Climate, Indicator 1

*Provides a stimulating, engaging, welcoming, and supportive environment for all participants.

Performance Level 1

Staff members do not greet participants as they arrive and make little or no effort to establish a personal connection with participants. There are no signs or posters in the program space. Participants have no opportunities for decision-making or to voice questions and concerns. Activities are not always facilitated by staff members, leading to unstructured activities during which participants disengage. Participants sometimes end up disinterested in participating and staff members do not encourage them to join activities.

Performance Level 2

Staff members try to greet participants as they arrive if they are available to do so. There are a few signs directing participants to the program space, but no signs or posters otherwise. Although there is no formal way for participants to voice questions and concerns, staff members listen to participants when they are approached to talk. Activities are usually facilitated by staff members, but participants who are disinterested in participating are not encouraged to join activities. Activities are not reorganized in order to capture disinterested participants.

Performance Level 3

A staff member is designated as a greeter. Staff members ensure the space is decorated with signs and posters, and have regular check-ins with participants to make sure they feel comfortable in the program space. Participants have several informal opportunities to provide their input about activities. Activities are always facilitated by a staff member, who is charged with explaining and monitoring activities. Participants who seem disinterested in the activities are encouraged to participate. Differentiated activities allow participation options for those participants disinterested in what is being offered.

Performance Level 4

A staff member is designated as a greeter; the greeter checks each participant in and ensures that they find the activity that they would like to join. Staff members ensure the space is decorated with signs and posters and have a daily check-in with participants to make sure they feel comfortable in the program space. Participants have both formal and informal opportunities to provide input about activities. A staff member is charged with explaining activities and engaging others who might want to join. Participants who seem disinterested in the activities being offered are told more about each activity, or provided with variations on the activity, and are encouraged to try them.

Environment & Climate, Indicator 2

*Ensures program space is safe, clean, and appropriately equipped.

Performance Level 1

The program space is rarely or never cleaned, as evidenced by un-emptied trash, dust, etc. Facilities, furniture, and other materials are not checked to ensure that they are safe and free from hazards. The program provider and program host are unclear as to who is responsible for facilities maintenance. Emergency supplies are inadequate or inaccessible. Fire and safety drills are never conducted. The program space is not adequately equipped for the activities offered at the site. Physical space is not suitable for planned activities.

Performance Level 2

The program space is cleaned when staff members have the time to do so. Facilities, furniture, and other materials are checked for safety on an ad hoc basis. The program provider and program host are not clear as to who is responsible, but make an informal effort to keep space clean. Emergency supplies are accessible, but do not adequately provide what the program needs in most emergency situations. Fire and safety drills are sometimes conducted, but are not conducted properly or frequently enough to meet requirements. No connections exist between the program host's drill procedures and the program. The program space is adequately equipped for a number of activities offered at the site. Space is available for limited science, technology, or art activities, but it is not fully equipped with the materials needed. Physical activities are limited to those that can be done in a smaller open space. The activities menu varies slightly but is dictated by space and material restraints rather than enrichment or engagement of participants.

Performance Level 3

The program space is regularly cleaned by both program staff and professional janitors or cleaning staff. Facilities, furniture, and other materials are routinely checked and maintenance is performed when necessary. The program provider and program host are clear as to who is responsible for the maintenance of the space. Emergency supplies are accessible and provide what the program needs in most emergency situations. Several staff members are trained in how to use the supplies. Fire and safety drills are conducted regularly and meet all requirements. The program host's drill procedures incorporate the participants in the program. The program space allows staff members to run activities that use varied spaces and different types of materials and equipment. New activities can often be added to the program without concern for space restraints or lack of supplies. Some areas are available for science, technology, and art that are stocked with the materials needed. Adequate open space is available to offer a range of sports and other physical games. The activities menu is regularly updated to use new materials and equipment.

Performance Level 4

The program space is regularly cleaned at the end of each day by both program staff and professional janitors or cleaning staff. Facilities, furniture, and other materials are frequently checked and maintenance is performed when necessary. The site director routinely conducts a walk-through of the program space and uses a facilities checklist to ensure that all aspects of the space are clean and safe. A partnership agreement between the program provider and program host clearly states who will handle the cleaning of the space, and these partners are aware of and abide by the agreement. Emergency supplies are accessible and adequately provide what the program needs in possible emergency situations, and all staff members are trained in how to use them. Fire and safety drills are conducted regularly and meet all requirements. Drills occur more frequently than the requirements mandate. The program host's drill procedures incorporate the participants in the program. Staff members and the program host work together to plan and assess the outcomes of the drills. The program space allows staff members to run a variety of activities that use varied spaces and different types of materials and equipment. New activities can almost always be added to the program without concern for space restraints or lack of supplies. There is adequate space, including fields or other open spaces, to offer most sports and other physical games. The activities menu is frequently updated to use new materials and equipment.

Environment & Climate, Indicator 3

*Develops, implements, and shares approved safety plans and procedures with staff, families, and host school as applicable.

Performance Level 1

The program has no formal safety plan. The program has no connection to their program host's safety plan. No plan is posted or reviewed with other staff or participants.

Performance Level 2

The program has developed a written safety plan, but it is not posted or shared. Staff members are aware of the program host's safety plan, but they are not connected to it. Staff members take responsibility for the safety of participants, but are mostly unaware of the official procedures outlined in the plan or other requirements such as reporting of "violent incidents" or fire drill protocols.

Performance Level 3

The program has developed a written safety plan. The program has connected the program host's safety plans to the needs of the program, and the host's plan contains provisions for the program. The safety plan is posted throughout the program space and is pointed out to participants, staff, and families. Staff members are aware of the procedures and know what to do in case of an emergency, and they know what the official procedures and incident reporting requirements are.

Performance Level 4

The program has developed a written safety plan, which is updated annually. The program has made a connection to the host's safety planning committee and plays a role in that committee. The safety plan is posted throughout the program space, sent to each participants' home, and discussed with participants, staff, and families. Staff members are trained on safety procedures and incident reporting requirements during their orientation, and they are prepared to handle an emergency.

Environment & Climate, Indicator 4

*Provides effective supervision of participants by an approved adult at all times.

Performance Level 1

No security is provided for the program, and staff members do not monitor or greet external guests. Participants are usually supervised by an adult, but occasionally are left unsupervised for short periods of time. While staff members are supposed to be supervising participants, they are often distracted talking to other staff members, individual participants, or on their phone or a computer.

Performance Level 2

Staff members are responsible for monitoring the safety of program participants and monitoring external guests, but do not have sufficient training to do so. Participants are always supervised by an adult, but occasionally the adult is a family or community member who does not work for the program. Staff members are occasionally distracted while supervising participants, but generally are fully aware of all participants for whom they are responsible.

Performance Level 3

During staff orientation, staff members are taught how to ensure the security of the program, including keeping participants safe and monitoring external guests. Participants are always supervised by an approved adult according to all applicable regulations and program policies. Staff members are fully engaged while supervising participants and are always aware of all participants for whom they are responsible.

Performance Level 4

During staff orientation, staff members are taught how to ensure the security of the program, including keeping participants safe and monitoring external guests. Participants are always supervised by multiple, approved adults, in accordance with all applicable regulations and program policies. Staff members are fully engaged while supervising participants and are always aware of all participants for whom they are responsible.

Environment & Climate, Indicator 5

*Develops and manages effective arrival and dismissal procedures and plans for safe travel home.

Performance Level 1

There is no formal procedure for arrival and dismissal. Staff members do not track participants' arrival to and departure from the program. Staff members sometimes leave the site before all the participants have left. Staff members are unaware of how participants' transportation needs are met.

Performance Level 2

Most staff members follow an informal procedure to generally track participants' arrival to and departure from the program. Staff members remain at the site until every participant has left.

Performance Level 3

The site director creates and implements a formal set of arrival and dismissal procedures. Staff members are aware of these procedures and check participants in and out each day. Staff members remain at the site until every participant has left, and staff members are mostly aware of how participants travel home.

Performance Level 4

The site director creates and implements a formal set of arrival and dismissal procedures in consultation with staff members, participants, and families. Staff members are trained during orientation on these procedures. Staff members check participants in and out each day, and these records are kept with other attendance information. Staff members are aware of participants' transportation arrangements and ensure that every participant begins their travel home safely.

Environment & Climate, Indicator 6

*Provides healthy and nutritious snacks and/or supper.

Performance Level 1

Participants may choose to bring their own snack or supper, but food is not provided by the program. Therefore, not every participant has a snack and food is not regulated by staff members.

Performance Level 2

A snack or supper is provided on some days. Food options are based on what is readily available with limited selection, and not with consideration of healthy options. Portions may be limited and not meet the needs of all participants.

Performance Level 3

A snack or supper is provided daily. Staff members try to have several options available for participants to choose from. Snack and supper offerings are usually healthy and nutritious. Portions are developmentally appropriate and meet the needs of most participants.

Performance Level 4

A healthy snack or supper is provided daily. Participants have several options to choose from, and the snack or supper menu is rotated. Special consideration is given to include a variety of nutrients, and to exclude foods that participants are commonly allergic to, such as peanuts. Portions are developmentally appropriate and meet the needs of all participants. The program is aware of its eligibility to participate in food programs that provide reimbursements for snacks and/or suppers following healthy meal patterns, such as the Child and Adult Care Food Program (CACFP) or the National School Lunch Program (NSLP), and decides on enrollment in a food program based on the needs of the program and participants.

EMOTIONAL:**Environment & Climate, Indicator 7**

* Is aware of, records, and supports staff to address the mental and physical needs of participants in compliance with HIPAA and FERPA.

Performance Level 1

The program requires medical forms. No tracking is done to ensure completed records of participants are received. Forms that are submitted are kept on file but rarely used. Therefore, staff members are not always aware of the mental and physical needs of participants.

Performance Level 2

The program requires medical forms and tracking is done to ensure all forms are received. Forms are kept on file and are reviewed if there is a medical concern or emergency in compliance with HIPAA. No review of forms is done to make the staff aware of mental and physical needs. Staff members may only become aware of the issue during an emergency that prompts them to review a participant's form.

Performance Level 3

The program requires medical forms and receives them from each participant. Forms are reviewed by staff members and special health needs are flagged; forms are then kept on file in compliance with HIPAA. Staff members are informed of relevant mental and physical needs of participants, such as food allergies, at the beginning of each year in compliance with HIPAA. Adjustments are made to the program design as necessary based on participants' diverse abilities. Any information shared with staff members is done so in consideration of HIPAA.

Performance Level 4

The program requires medical forms and receives them from each participant. Forms are reviewed by staff members and by a nurse or health specialist and diverse abilities are flagged; forms are then kept on file in compliance with HIPAA. Staff members are informed of relevant mental and physical needs of participants, such as food allergies, at the beginning of each year, and again in the middle of the year in compliance with HIPAA. Adjustments are made to the program design as necessary based on participants' diverse abilities. The site director or other staff members maintain relationships with school nurses to receive updates on participants' mental and physical needs as they change, in compliance with HIPAA and FERPA. Any information shared with staff members is done so in consideration of HIPAA and FERPA.

Environment & Climate, Indicator 8

Establishes, maintains, and communicates a respectful, inclusive code of conduct with staff, participants, and their families.

Performance Level 1

No code of conduct is created. Therefore, participants do not know what is expected of their behavior, and staff members make discipline decisions on a case-by-case basis. Families are unaware of what program staff members communicate to their participants about behavior.

Performance Level 2

A code of conduct is created by staff members, but some expectations may not be respectful and inclusive of all participants and staff members. Most participants are aware of the expectations in the code of conduct. Families are informed about the code of conduct if they are contacted about their child's behavior.

Performance Level 3

A code of conduct is jointly created by participants and staff members and is designed to be respectful and inclusive of all participants and staff members. All participants are aware of the code of conduct and are encouraged to follow it. The code of conduct is displayed in program spaces. Families are informed about the code of conduct at family events and if they are contacted about their child's behavior.

Performance Level 4

A code of conduct is jointly created by participants, staff members, and families and designed to be respectful and inclusive of all participants and staff members. All participants agree to and sign the code of conduct. The code of conduct is displayed in program spaces, and a copy of it is sent to each participant's home.

Environment & Climate, Indicator 9

Applies an approach to behavior management that includes positive reinforcement and intentional social-emotional skill-building.

Performance Level 1

There is no system for influencing participants' behavior. Each staff member addresses behavior in their own way. Behavioral issues are not recorded in participant records. There is no code of conduct or values statement to guide behavior of children and youth. Social-emotional skill building is not an explicit part of any programming.

Performance Level 2

Staff members are asked to reward and apply consequences to participants based on their behavior, but they do so inconsistently. Behavioral issues are not recorded in participant records. The program has a code of conduct or values statement, but there is little connection between the statement and staff encouragement of positive behavior. The program occasionally conducts activities focused on social-emotional skill building.

Performance Level 3

Staff members are asked to encourage participants based on their positive behaviors. The staff members have a set of expectations for participants, which are communicated to participants. Staff members base their encouragement and redirection on these expectations. Behavioral issues are recorded in participant records. The program has a code of conduct or values statement, and it is frequently referenced in reinforcing positive behaviors. Program consistently offers activities focused on social-emotional skill building.

Performance Level 4

Staff members are asked to encourage participants based on their positive behaviors. The program has a code of conduct written by staff members, participants, and families. It defines positive behaviors and behaviors in need of improvement. Behavioral issues are recorded, and the information is used to track participant progress over time. The program has a code of conduct, and it is frequently and consistently referenced. The code of conduct is clearly used to assure consistent encouragement and reinforcement. The program consistently offers activities focused on social-emotional skill building, and reinforces those skills across all programming and interactions.

Environment & Climate, Indicator 10

Intentionally plans for, welcomes, and creates an environment that actively supports participants with diverse abilities.

Performance Level 1

The program does not intentionally plan for participants with diverse abilities. Families of participants with diverse abilities are often directed to other programs where they can be accommodated.

Performance Level 2

The program does not intentionally plan for participants with diverse abilities, but welcomes them into the program if they seek to enroll. Accommodations are made for physical accessibility in the program space so participants with diverse physical abilities can attend the program. Participants with diverse abilities are able to participate in some, but not all, activities and events.

Performance Level 3

The program intentionally plans for participants with diverse abilities and welcomes them into the program. Accommodations are made for physical accessibility in the program space so participants with diverse physical abilities can attend the program. Accommodations are also made so that participants with psychological, learning, and other disabilities are fully included in the program. Participants with diverse abilities are able to participate in almost all activities and events.

Performance Level 4

The program intentionally plans for participants with diverse abilities and welcomes them into the program. The program was designed to be accessible to participants of all levels of ability, and program leaders continuously update the program to ensure full accessibility. Accommodations are made for physical accessibility in the program space so participants with diverse physical abilities can attend the program. Accommodations are also made so that participants with all diverse abilities are fully included in the program. Participants with diverse abilities are able to participate in all activities and events.

Environment & Climate, Indicator 11

Embraces dignity for all participants, fosters a sense of belonging, and promotes physical and emotional safety through a culture of support, inclusion services, and mutual respect.

Performance Level 1

The program does not explicitly promote physical and emotional safety. Some of the staff is supportive, inclusive, and respectful, but these characteristics are unique to individual staff members. Therefore, not every participant feels completely comfortable in the program.

Performance Level 2

The program promotes physical and emotional safety in its mission and/or vision statements. The staff is asked to be supportive, inclusive, and respectful, but not all staff members prioritize these attitudes in their work. Program leaders do

not have enough time to work with all staff members to build the skills and knowledge needed to create a culture of physical and emotional safety. Therefore, not every participant feels completely comfortable in the program.

Performance Level 3

The program promotes physical and emotional safety in its mission and/or vision statements. Staff orientation includes a discussion of what it means to be supportive, inclusive, and respectful of all participants. Program leaders include a review of these characteristics in staff assessments, and regularly provide feedback to staff. Some participants are surveyed to get feedback about how comfortable they feel in the program.

Performance Level 4

The program promotes physical and emotional safety in its mission and/or vision statements, as well as in other places (e.g. brochures, web pages, etc.). Staff orientation includes a discussion of what it means to be supportive, inclusive, and respectful of all participants. Follow-up professional development sessions cover these topics throughout the year. Program leaders include a review of these characteristics in staff assessments, and provide feedback to staff in an ongoing manner. All participants are surveyed to get feedback about how comfortable they feel in the program.

