BY ORDER OF THE
SECRETARY OF THE AIR FORCE

AIR FORCE MANUAL 34-251

1 MARCH 1998

Services

AIR FORCE SCHOOL-AGE PROGRAMS

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This manual implements AFI 34-249, *Youth Programs,* and provides the guidance for planning and implementing school-age programs. Any policy statements issued after the date of this publication will supersede applicable parts of this publication. This manual requires collecting and maintaining personal information protected by the Privacy Act of 1974. The authority for collecting this information is Title 10 USC 8013, Powers and Duties of the Secretary of Air Force Privacy Act system notice F034 AF SVA C, *Child Development/Youth Activities Records*, applies.

Chapter 1

PROGRAM PHILOSOPHY

1.1. Air Force Philosophy. Base school-age programs on the needs of the children, parents, and the mission of the installation. Where there are documented community needs, offer a full range of school-age programs at reasonable and affordable fees. Include before- and after-school and full-day camp programs that provide a safe, supervised, healthy, and age appropriate environment for children ages 6-12 years. Programs must provide activities for children that complement rather than duplicate the school day. The program philosophy is that school-age children grow and develop best in a supportive, interesting, and adult-supervised environment.

1.2. Goals. The goals of school-age programs are:

1.2.1. To provide school-age programs which enhance or reinforce lifelong leisure skills, academic progress, avocations, and interests to promote individual development for each child.

1.2.2. To foster resilient, self-sufficient families and enhance military readiness, by providing services which reduce work-life conflicts.

1.2.3. To reinforce family values and emphasize the unique value of each child through providing appropriate guidance, promoting positive attitudes, and enhancing or reinforcing self-worth.

1.3. Objectives.

1.3.1. To provide a safe, familiar, and appropriately supervised environment for school-age children before and after their school day and during school holidays and summer vacations.

1.3.2. To help participating children develop self-confidence and the ability to get along with others, to promote teamwork skills, and to assist in building physical and recreational skills.

1.3.3. To offer age-appropriate activities that build upon children's interests and ensure children's safety.

1.3.4. To create a supportive environment in which children can develop independence and life-skills.

1.3.5. To provide activities and guidance which promote responsibility and concern for others.

1.3.6. To maintain an atmosphere which encourages flexibility and allows for children's freedom of choice within appropriate guidelines.

1.4. Program Benefits. School-age care programs benefit youths by helping them develop to their fullest potential, contributing to self-worth, and assisting in resisting negative pressures. School-age programs benefit parents of youth by allowing them to feel comfortable about their children's happiness and well-being while they are on duty or at work. School-age programs contribute to the Air Force mission by allowing parents to be more productive, secure in the knowledge that their children are being cared about and supervised.

1.5. Program Scope. The program includes before- and after-school, check-in, and full day camp programs for children 6-12 years of age. Offer programs before school, after school, and all day during

school holidays, teacher in-service days, and during school vacations to meet local needs. Design programs to serve elementary and middle school children, ages 6-12. The program may be offered to kindergartners who cannot be accommodated in the child development center. Part-day camps, short duration specialty camps, resident camps, or full-day camp programs for older youths may be offered. Guidance for these latter programs is not offered in this manual.

Chapter 2

OPERATIONS AND ADMINISTRATION

2.1. Policy. AFI 34-249, *Youth Programs,* provides policy guidance for program requirements. Management of the school-age program is the responsibility of the youth director. Operational aspects of the program may be delegated to the school-age program coordinator, the before- and after-school program coordinator or the day camp director, as applicable.

2.1.1. School-Age Program Standards. AFI 34-249 requires compliance with the School-Age Program Standards. Use the standards to plan and assess programs and improve activities.

2.2. Program Operational Procedures. AFI 34-249 provides policy on operating instructions (OIs). Establish OIs as needed for the program's day-to-day operation. Topics such as the following may be covered by local OIs for each program:

2.2.1. Hours of operation (e.g., opening/closing times, holiday closures).

2.2.2. Financial policies (e.g., parent fees, late pick-up fees, special event fees, transportation, and refund and fee payment policies).

2.2.3. Medical/Health (e.g., emergency procedures for accidents and injuries, conditions for sending ill children home, administration of medication).

2.2.4. Emergency procedures (e.g., fire prevention and evacuation, plans for release of children, disaster preparedness).

2.2.5. Termination of enrollment (e.g., terms under which children may be disenrolled).

2.2.6. Discipline procedures (e.g., recommended methods of behavior management and unacceptable guidance practices).

2.2.7. Child abuse/neglect reporting (e.g., who must report, to whom, and under what circumstances).

2.2.8. Transportation and field trips (e.g., means of transport, permission, and notification).

2.2.9. Coordination of medical OIs with the program medical advisor and other OIs with the appropriate base agencies.

2.3. Children's Records. Maintain an individual file folder for each child. Enrollment forms are prescribed in AFI 34-249.

2.3.1. Request for Service. Parents requesting service must complete DD Form 2606, **DoD Child Development Program Request for Care Record.** When a program has no space available, contact the parent every 2 months to update the need for care. If hourly care is offered, use AF Form 1929, **Child Development Center Daily Reservation Log**, to take reservations for the program.

2.3.2. Permanent Record Information. The AF Form 1181, **Air Force Youth Flight Program Patron Registration**, must be on file before a child can enter the program. The school-age program coordinator must ensure this form is updated at least annually at the beginning of the school year to assure the emergency information is correct and current.

2.3.3. Family Care Plan. For children of single parents and dual military couples, a copy of the sponsor's AF Form 357, **Dependent Care Certification**, must be maintained in the child's file folder.

2.3.4. Immunizations. Children currently enrolled in a public or private elementary school are not required to present an immunization record. For other children, the child's official immunization record is required to show compliance with the current immunizations required by AF policy and the American Academy of Pediatrics for children of their age. Record information on the AF Form 1181.

2.3.5. Special Health Information. Information about any special health conditions that the child has, such as allergies or asthma, must be recorded on AF Form 1181. Post children's special health needs in the kitchen in a convenient location where the staff can see them, yet the confidentiality of the children is protected.

2.3.6. Children with Special Needs. Modify the environment, staffing, and activities within reason to let children with special needs participate. Accept children with special health problems only with the concurrence of the family member support flight chief and the program medical advisor. Establish a committee composed of the program medical advisor, family member support flight chief, youth director, and judge advocate representative to review any case in question and make a recommendation to the support group commander to determine the appropriate placement. If any additional expenses are incurred that are not reimbursed by an external agency, include them in the cost of the program for all users.

2.3.7. Transportation Agreement. Require the parent or guardian to provide a signed agreement outlining the plan for transporting the child to and from the program site and the child's school site. The program should maintain on file written permission from the parents for the children to go to and from school on school-furnished transportation or by center-furnished transportation.

2.3.8. Participation in Other Activities. Permit a child, age 9 or over, to leave the program to participate in other after-school youth programs, or community youth programs such as Scouting, with written parental permission including a transportation agreement. For children 6 through 8, designate an adult or sibling 14 years old or older, authorized to pick up and sign out the child as listed on the AF Form 1181. When the program provides transportation or escort service to the other activity, have the designated adult listed on the AF Form 1181 sign the child out at the activity site. An AF Form 1930, **Youth Flight Daily Attendance Record**, can be used for this purpose.

2.4. Arrival and Departure. In most cases the children participating in school-age programs will be brought to the program by their parents in the morning and depart by leaving with their parents at the end of the day. Children should be signed in and out by their parent at the beginning and end of the day. Use either AF Form 1182, **Youth Flight Register** or AF Form 1930 for signing children in and out of the program. Children participating in the before- and after-school program will leave the program in the morning for school by either bus, walking, or bicycle, return to the program after school by bus, walking, or bicycle, and depart by leaving with their parent at the end of the day. When departing for school and returning from school, the children should sign themselves in and out. Children under 6 years of age must arrive and depart under adult supervision. Children 6 through 8 years of age may walk to and from school alone or with other children with written permission of the parents. Children 9 years old or older may arrive and depart from the program with written permission from the parents. Children under 9 years of age must be brought by and picked up by a parent, other designated adult, or sibling 14 years old or older.

2.5. Fees. AFI 34-249 provides guidance on fees for school-age programs. The cost of meals and snacks must be included in this fee. For occasional specialty full-day camps, where specialists are involved as instructors, rates may be higher, but should be reasonable.

2.6. Contingency Operations. When an emergency, such as a natural disaster or conflict, occurs on the installation or in the local area, the commander may suspend school-age program operations. If conditions permit, continue to offer the same program and consider increasing services to support employed parents. The commander may authorize parents or other volunteers to supplement the staff in order to maintain ratios and food service during emergencies.

Chapter 3

DESIGNING THE PROGRAM ENVIRONMENT

3.1. Determining Space Needs. Determine the base's need for school-age programs by using the current Department of Defense formula for determining child care need (AFI 34-248, *Child Development Programs*, attachment 5) and the program waiting list. A waiting list should be maintained and used in projecting the need for additional school-age services.

    3.1.1. Before- and After-School Program Space. The program may be housed in the youth center, the child development center, in other base buildings or in off-base schools that meet fire, health, and safety requirements. The space may be dedicated to only the program or it may be shared space. Provide a warm and home-like atmosphere. Provide space so children can play individually, together in small groups, or in a large group. The interest areas must support children's ability to make choices and be age-appropriate. Provide space for a variety of interest areas which collectively provide enough space for all the children enrolled. Arrange the space so various activities can go on at the same time without disrupting one another. Adapt the interest areas to match the curriculum. Provide areas such as a table area for board/table games and manipulatives; a music center; an arts and crafts area; a woodworking area; a dramatic play area; a science and nature discovery area; a block and construction area; a quiet area with books and magazines; a homework area with academic resources; a computer area, a snack and cooking area; and a comfortable, conversation area. Daily observations of the children provide important clues as to what changes are needed in the environment.

    3.1.2. Indoor School-Age Program Space. Establish a room or area in the facility as a home base for the program or as a self-contained space. If a home base with supporting indoor facilities is used, a minimum of 20 net square feet of usable space per child is required. Usable space is defined as an uninterrupted activity space that excludes closets, in-room toilets, built-in equipment such as cubbies, and dedicated in-room circulation space that cannot be used for activities. Each self-contained room, where the children spend the majority of the time, must have at least 35 net square feet of usable space per child. In constructing new facilities provide 35 net square feet of usable space per child in the home base. If several rooms are used to support the program, there must be at least 35 net square feet per child in the total space. Provide adequate space to prevent crowding and the potential for accidents. The physical design and use of the building must permit visual monitoring of the children in the program. Provide indoor space to promote the children's well-being. Provide sufficient lighting levels to permit youth to do homework and/or work on hobbies and crafts. Provide access to drinking water, handwashing sinks and toilet facilities, a telephone, and kitchen in every facility used for the program. If meals and snacks are prepared in another facility and delivered to the program, provide a receiving kitchen or area for the food delivery and service. Control hot water temperature so as not to exceed 120 degrees F. at outlets used by children.

    3.1.3. Day Camp Program Space. Use a variety of facilities and outdoor areas for day camp programs. The youth center may be the primary home base facility for the day camp program, but other facilities that lend themselves to use for leisure activities should also be used. Specialized facilities may be required; for example, playing courts are required if tennis or basketball is included in the curriculum. Dance studio and/or stage, or similar space will be required for a performing arts specialized day camp.

    3.1.4. Outdoor Program Space. AFI 34-249 provides guidance for establishing outdoor program facilities. In new facilities, a playground should be located near or adjacent to the youth center unless

a school playground or park is available for the same purpose. Provide transportation if the playground is more than 1/8th of a mile away from the program site. Have a minimum of 75 square feet of outdoor play space for each child playing in the area at one time. Design the play area to permit a variety of activities throughout the year. Provide some type of shade on each playground. Any playground equipment installed must be age appropriate and comply with the U.S. Consumer Product Safety Commission Playground Guidelines of Oct 91 or the latest edition and American Society for Testing and Materials Playground Standards. Other outdoor areas, such as playing fields, swimming pools, tennis courts, and multi-purpose courts may be used to offer new outdoor play experiences.

3.2. Use of Space. Provide interest areas capable of accommodating a variety of simultaneous activities. In any school-age program there must be a designated place for parents to sign children in and out, to receive and leave messages, and to gain access to program and community information. Provide individual storage space for children's personal belongings, homework, etc.

3.2.1. Shared Space Agreement. A written agreement outlining specific responsibilities of the program and specific responsibilities of the host agency is required when using space in other facilities such as schools. The agreement must cover all space to be used by the program; inclusive dates and times; furniture, supplies, equipment and storage; telephone and other utilities; opening and closing procedures; cleanup and maintenance; lines of communication and fee, if there is a charge.

3.2.2. Shared Space Environment. Make the environment a pleasant place for children even when it is a shared facility. If the program is operating in a large open space such as a gymnasium or cafeteria, create "cozy" areas by using area rugs, lightweight folding mats or dividers, portable signs or bulletin boards. To create a comfortable environment, use soft elements such as carpeting, cushions, and brightly colored cloth over tables. Provide portable storage cabinets for personal belongings and supplies and equipment. Provide movable surfaces such as rolling chalk boards or easels to display children's art work.

3.2.2.1. Minimizing Storage Problems. Utilize available storage space as efficiently as possible by keeping it neat and organized. In shared space rolling storage cabinets are a necessity for storing materials. Portable storage can also be created with items such as plastic crate cubes. Involve the children in maintaining storage areas.

3.2.2.2. Daily Set-up. Allow sufficient staff time for the daily program set-up and tear-down. When possible, use uniformly sized labeled boxes for storage of games and materials. Utility carts are useful to move items to the needed areas. Make some aspects of set-up and tear-down part of the daily program of the children. Make sure any set-up or tear-down tasks are within the capability of the children involved and can be performed safely by children.

3.3. Supplies, Materials, and Equipment. Provide children a wide variety of materials, supplies, and equipment that reflect their interests and needs and support their development. Purchase durable materials and equipment that can withstand the active play of school-age children. The equipment and furniture must be sized for children 6-12 years of age.

3.3.1. Program Equipment. Tables and chairs must be supplied for children to use while doing homework, eating, and playing table games. A place for every child to sit at the same time is not required. Ensure chairs and tables are the correct height for 6-12-year-olds. Provide low shelving for display of play materials so that they are accessible to children. Suggestions for equipment are at **Attachment 2**.

3.3.2. Supplies and Materials. Provide a variety of age-appropriate materials to support diverse activities. Select safe toys, such as those with rounded edges, nontoxic paint, and nonflammable materials. Solicit ideas for game choices from the children in the program. Provide a variety of materials and displays that promote cultural diversity. Toys, books and posters must reflect the ethnic, racial, cultural and gender differences of the children within the program. Include items which teach children about the culture of the Air Force. Suggestions for supplies and materials are at **Attachment 3**.

Chapter 4

PROGRAM STAFFING

4.1. Staff/Volunteers. People selected to work in school-age programs must be screened according to AFI 34-249. During the first 6 months of employment, require completion of certification in first aid, cardiopulmonary resuscitation and food handler's certification. Individuals must have good physical and mental health, and be free of tuberculosis and other communicable diseases. The Aerospace Medical Council of the local medical treatment facility must determine the health requirements of staff and volunteers. Staff must not use illegal drugs, alcohol, or tobacco products while working with children.

> **4.1.1. Personnel Restrictions/Prohibitions.** No employees or specified volunteers may be employed or work with children until the Installation Records Check (IRC) is completed. Conduct an IRC on specified volunteers with a DoD affiliation such as living or working on an installation or being an active duty member or family member. Upon favorable completion of the IRC, an individual may be selected and participate in the program. Conduct a State Criminal History Repository (SCHR) check for each staff member or contractor. Until the National Agency Check (NAC) or National Agency Check and Inquiries (NACI) is completed, employees, or contractors must work in the presence of an individual who has a completed NAC or NACI or be continuously supervised through the use of a closed circuit television system by a person who has a completed NAC or NACI. Do not permit individuals who have committed substantiated child abuse or neglect or who are in the process of being evaluated for alleged abuse or neglect to be employed in Air Force School-Age Programs.

> **4.1.2. Staff Continuity.** Schedule staff to ensure consistency in the adults who will be supervising the children and providing care and leadership for a specific group of children. Make every effort to ensure each child is supervised by the same persons daily. Have trained substitutes who meet the basic training requirements available when the regular staff members are absent.

4.2. Supervision of Children. Follow policies on supervising youth in AFI 34-249. Provide an adequate number of staff to protect the health and safety of the children, meet the needs of individual children, and implement the program of activities. Post the name of the on-site program supervisor currently on duty in indoor facilities. Each staff member may not have more than 12 children for whom he or she is personally responsible. The names of the children for whom the staff member is responsible must be posted and recorded on the AF Form 1930, **Youth Flight Daily Attendance Record**. The children for whom the staff member is responsible do not have to be in their sight at all times, but the staff member must know where the children are. Either the child must check in with the staff member frequently or the staff member must check on the children. All areas in use by children must be supervised by at least one adult. Teens, ages 16-18, may volunteer in day camp programs or be employed as summer hires to serve as junior counselors, but must never be allowed total supervision or unsupervised access to children. The staff must know when children are expected to arrive at the program site and have a system to quickly check on late arrivals or absences.

> **4.2.1. Confidentiality.** The program coordinator, staff, and volunteers must keep information about children, families, and other staff confidential. Ensure staff or volunteers do not comment about children, families, or other staff in the presence of other adults or children.

> **4.2.2. Staff/Child Ratios.** Follow the ratios prescribed in AFI 34-249. Volunteers and persons under age 18 may not be counted in staff/child ratios or be allowed to be alone with children (see paragraph 2.6 for contingency operations exception). Staff-child ratios and group sizes vary according to the

type and complexity of the activity. Within the group size of 24 children, the group leader and assistant group leader may deviate from the staff-child ratio size of 12 children each in order to match needed supervision levels. No more than two groups (48 children) may share an expanded open space of two rooms or set of interest areas. If interest areas are set up in several rooms, this space may be shared by more than 48 children. If a gymnasium is used for program space accommodating more than 48 children, provide an additional set of interest areas. One set of interest areas could serve ages 6-8 while the second set could serve ages 9-12. Have children spend most of their day in groups no larger than double the staff/child ratio (24).

4.3. Filling Positions. Recruiting and hiring NAF personnel is handled through the Human Resources Office (HRO). This office will assist in referring candidates for screening, interview, and selection.

4.3.1. Interviewing Candidates. The family member support flight chief, youth director, and school-age coordinator should select child-oriented people who are committed to delivering a quality program. Compare candidates by using specific questions and conducting a patterned interview. Clear the specific questions with the HRO. Use open-ended questions so that the candidate reveals characteristics such as sensitivity and concern for children, judgment, oral communication skills, team work and cooperation, adaptability, enthusiasm, and high energy level. Sample questions designed to help reveal a candidate's skills in these areas are at attachment 4.

4.3.2. Checking References. The family member support flight chief, youth director, or school-age coordinator should check at least two previous employers of each candidate who will be employed or regularly volunteer in the program. Be sure the applicant has given permission on the application to contact the current or previous supervisors. Use open ended questions when talking with a previous employer. Possible questions to ask during a reference check are at **Attachment 5**. Document responses with date, who was contacted, and simple "O.K." or "Not O.K." to indicate whether or not the previous employer gave a positive recommendation.

4.3.3. Selecting an Applicant. Select the candidate deemed to fulfill the needs most effectively. Some qualities to consider are:

4.3.3.1. Knowledge and understanding of the unique needs and characteristics of school-age youths.

4.3.3.2. Possession of diverse skills and talents that can be shared with the children.

4.3.3.3. A professional attitude and seriousness about the requirements of the job.

4.3.3.4. Ability and desire to utilize positive guidance methods with children.

4.3.3.5. Desire and potential for growth in the school-age field.

4.3.4. Staff/Volunteer Training. The youth director, or the school-age coordinator if designated, is responsible for implementing the training program and maintaining the records related to training. Develop an individual training plan for each staff member at the time of initial employment. If children with special needs are enrolled in the school-age program, provide staff training on program modification and activities to meet the needs of the children. The training and curriculum specialist assigned to the school-age program is responsible for assisting the youth director and school-age coordinator with the training program. Areas of assistance may include helping to develop the individual training plans and the tracking system, conducting knowledge and competency assessments, conducting weekly or monthly training sessions, and work with staff having difficulty completing the mod-

ules. The training and curriculum specialist may also provide staff training on meeting the needs of children with special needs.

4.3.4.1. **Orientation.** The school-age coordinator must implement an orientation and training program for staff and regularly scheduled volunteers. All staff and volunteers are required to complete orientation training prior to working with children. Basic goals of the orientation process, and required and suggested topics are provided in **Attachment 6**. The orientation should introduce the Services' Quality Air Force criteria for improving daily operations through continuous improvement processes. Each staff member and regular volunteer must receive training during orientation and at least annually on how to prevent and report suspected child abuse and neglect. Require staff and regularly scheduled volunteers to complete 4 hours of observation prior to being assigned to work with children.

4.3.4.2. **Staff Working with Children.** Use the Department of Defense School-Age Training Modules to train all individuals employed in the school-age program including school-age coordinators, site coordinators, school-age program assistants, and others who are counted in meeting staff/child ratios in school-age programs. Provide a reasonable amount of paid training time to complete the modules. Require staff, who work with children, to complete the modules within the first 18 months of employment. Include a review of this manual in the training. Twelve hours of training annually for all school-age program staff is required after the school-age training modules are completed. This training must include annual training on child abuse prevention and reporting. Include positive guidance techniques, acceptable and unacceptable ways of touching, talking to and handling children in the training. Additional training is required to maintain CPR and first aid certification.

4.3.4.3. **Volunteers and Contract Personnel.** Regularly scheduled volunteers who participate in the program on a weekly basis and contractors who are used to meet staff/child ratios must also complete the school-age program training modules. Contract personnel equivalent training may be substituted for required training. Train one-time special event volunteers on specific tasks related to their responsibilities.

4.3.4.4. **Other Employees.** Food service staff must receive at least 6 hours of annual training on sanitation, nutrition, food preparation and service, and related subjects. Administrative staff must receive at least 6 hours of annual training on administrative procedures, customer service, child abuse prevention, and related subjects.

4.4. Evaluations. The program supervisor must keep written employee evaluations confidential and hold discussions in private with the employee. Use observations of the person working with children as part of staff evaluations. The program supervisor must inform staff of the criteria that will be used to evaluate their performance in advance and give them opportunities to assess their own performance as part of the evaluation process. Hold staff meetings at least monthly; small group meetings may be utilized to meet this requirement.

4.5. Employee Work Files. Maintain confidential employee work files for all employees including copies of OF Form 612, **Optional Application for Federal Employment**, or equivalent, results of calls for references, training records, performance evaluations, and results of criminal history background checks, and immunizations. All training must be documented on the AF Form 971, **Supervisor's Employee Brief**, or AF Form 1098, **Special Task Certification and Recurring Training**.

Chapter 5

PROGRAM MARKETING

5.1. Promotion and Marketing. The school-age coordinator should seek assistance from the Services marketing specialist in developing and implementing a marketing plan that will support families' ability to choose the arrangement they prefer. Ensure the marketing plan identifies the non-school care needs of the population to be served, programs that meet those needs effectively, and methods to inform families about the existence and nature of the program.

5.2. Program Evaluation. The program director will evaluate program effectiveness by reviewing the CORPORATE PRISM data and periodically conducting a review of parents' and children's perceptions about the program and their suggestions for improvement. Use the Assessing School-Age Quality Program or a comparable system to conduct this review. Include questions about the parents' satisfaction with the hours of operation during deployments, exercises, and inspections on the surveys.

Chapter 6

GUIDANCE AND GROUP MANAGEMENT

6.1. Group Management/Discipline. Follow AFI 34-249 guidance for establishing rules of conduct for youth and adults. AFI 34-249 prescribes acceptable and unacceptable methods of discipline and the requirement for a child guidance policy. The program director will establish and implement a guidance policy as follows:

6.1.1. Put the guidance policy in writing and at the beginning of each program year distribute it to parents and staff, and post it in each facility used for the program.

6.1.2. Make sure each staff member reads and signs a statement that he or she understands the policy.

6.1.3. Do not permit staff or volunteers who violate the child guidance policy to have access to children until they have been retrained.

6.1.4. Assign individuals who violate the child guidance policy to positions where they do not have contact with children or place them on administrative leave until they are retrained or terminated.

6.2. Promoting Positive Behavior Through Planning. Minimize behavior problems through program design and planning. Maximize opportunities to promote positive behavior.

6.2.1. Activity Planning. Provide enough materials and equipment for activities so that conflicts over limited resources will be minimized. Offer a wide variety of fun and challenging activities which address children's interests and offer appropriate choices. Encourage child-initiated activities. Remember that children who are busy with activities they enjoy are far less likely to exhibit inappropriate behavior than children who are bored.

6.2.2. Arranging and Using Space. Avoid physically overlapping conflicting activities. Clearly define activity areas and the rules for their use. Locate areas so that interference from other activities will be minimized (e.g., noise level or traffic patterns). Post the number of youth that can be in each area in order to minimize accidents and conflicts and permit youth to regulate their own behavior.

6.2.3. Staff Interaction. Staff must treat children of all races, religions, and cultures equally, showing respect and consideration. To elicit cooperation, give children choices rather than directives. To encourage children to act in appropriate ways, make requests of children rather than issuing orders to them. Staff must model the kind of behaviors they want from children, such as saying "please," "thank you," and "excuse me," admitting errors gracefully, and treating others kindly.

6.2.4. Flexibility. Group leaders must be prepared to put aside a planned activity and find a way to address children's current needs. Group leaders must maintain flexibility and have a "Plan B" activity they can use as the situation requires.

6.3. Group Management Skills. Staff and volunteers must have the ability to deal with children in different stages of development. Group leaders should use group management skills to guide children's behavior.

6.3.1. Establishing Rules. In cooperation with the children, the school-age coordinator should develop a short list of basic rules to guide the children's behavior in the program. Make these rules

easy for children to understand and remember. State the rules in positive rather than negative terms, e.g., "be kind to others" rather than "no hitting, biting, pushing, pinching, etc."

6.3.2. Positive Reinforcement. The school-age staff should use a positive reinforcement system that will increase the chances a child will choose to behave in a desirable manner in the future. Include tangible and social reinforcers. Choose reinforcers that are meaningful to the children. Avoid tangible reinforcers, such as candy, that reinforce poor eating habits. Provide social reinforcement such as "thank you" as often as possible but give other types of reinforcers on a "variable schedule" so children do not come to attach good behavior to a reward each time. Change the type of reinforcement system periodically for positive reinforcement to be effective.

6.3.3. Handling Surface Behavior. Group leaders must be alert to situations that can lead to behavioral problems. The following methods should be used in responding to minor behavioral problems:

6.3.3.1. Redirection. If a child is getting restless or a conflict is beginning, a leader can direct that child's attention to an activity that will take him/her out of a potentially troublesome situation.

6.3.3.2. Proximity. Just moving to stand next to a child who is beginning to act inappropriately will often lead children to think about what they are doing and choose a more appropriate way to meet their needs.

6.3.3.3. Using a child's name. Calling a child's name (in a voice that lets him/her know you are aware of his/her actions) may help a child regulate his or her own behavior and become reinvolved in the activity in progress.

6.3.4. Conflict Resolution Skills. Show children that conflicts can be settled through problem solving and negotiation techniques. Create a cooperative atmosphere in the program by including games and activities that stress cooperation rather than competition. Plan activities that require group cooperation for successful completion and have group discussions about ways to cooperatively solve problems. School-age program assistants must model effective "WIN-WIN" problem solving methods to help children solve conflicts and find solutions that allow everyone involved to get some of what they want.

6.4. Disciplinary Techniques. School-age program assistants must know and use a variety of effective and positive techniques to guide children's behavior.

6.4.1. Warnings. For maximum effectiveness, warnings must be given only once. When a warning is given, it must contain three specific messages: what the child is doing specifically that needs to stop; what specifically will be the consequence if the child chooses to continue in his or her current behavior; and what the child can do to meet his or her needs in an acceptable way. If the child chooses to continue his or her behavior, the leader must follow through with the consequence stated in the warning.

6.4.2. Removing From Activity. Removing a child for a short time from the action of the program can work well in some situations, but must not be used as the answer to all discipline problems.

6.4.3. Removal of Privileges. The removal of a privilege which is enjoyed by the child and which is linked in his or her mind with the inappropriate behavior can also be used. The amount of time for which the privilege is removed should vary with the developmental level of the child. Match the privilege being removed to the specific misbehavior so the two become tied together in the child's mind.

6.4.4. Parent's Follow Through. If the techniques described above do not help the child change his or her behavior, ask the child's parent or parents to follow through with consequences at home which may be more significant to the child. Help the parent set up both positive consequences to be earned through improved behavior and negative consequences to follow inappropriate behavior. Include the child in the final agreement so everyone knows what is expected.

6.5. Issues Affecting Behavior. Staff must be aware of family issues and the effect they have on children's behavior. Resource materials on divorce and blended families, family violence, child abuse, eating disorders, substance abuse, loss and grief, learning disabilities, and gang pressures should be available for staff and parents and the information incorporated into staff training. The medical treatment facility staff should collaborate with the staff and help families find professional help with family problems if it is needed.

Chapter 7

PROGRAM DESIGN

7.1. School-Age Programs. School-age programs support single and dual working parents by providing access to full-day supervised care for their children. The school-age coordinator must develop a written statement that reflects the program's philosophy and goals and make it available to children and parents. Also develop and either publish or post a mission and vision statement for the program.

7.2. Basic Needs and Age Characteristics. Consider age group characteristics of school-age children when developing the curriculum. The program must provide for the following needs of school-age children:

The need to:

    7.2.1. Interact with their peers.

    7.2.2. Feel a sense of security in daily routines.

    7.2.3. Learn and practice new skills.

    7.2.4. Produce meaningful and useful things.

    7.2.5. Make choices about their own activities.

    7.2.6. Have their physical needs for food and rest met.

7.3. Curriculum. Curriculum design involves planning, implementation, and evaluation of activities, materials and equipment, and schedules. The program curriculum includes all of the experiences the children have while in the program.

7.4. Developmentally Appropriate Activities. Activities should meet the developmental needs of children and provide them with opportunities for active play, fun, and relaxation. Emphasize activities which children will probably not have the opportunity to enjoy in their own homes. The daily activities reflect the cultures of the children in the program. Avoid duplicating holiday experiences that children will have with their own families. Children may watch television while attending the program; however, alternative play activities should always be provided. Limit the use of media such as television, films, and videotapes to those that are developmentally appropriate and support the program philosophy. Viewing should be limited to programs designed for children or for family viewing. Videos available for children must be "G" rated. Group the children within the program so specific activities may be planned to meet their needs. The appropriate groups are kindergarten, primary (grades 1 and 2), intermediate (grades 3 and 4), and transition (grades 5 and 6). Use the following criteria to select activities:

    7.4.1. Provide opportunities for success at various skill levels.

    7.4.2. Reflect the children's expressed interests.

    7.4.3. Incorporate "hands-on" learning and opportunities for exploration.

    7.4.4. Allow for cooperation and group participation.

    7.4.5. Produce a result that the child perceives as meaningful.

7.5. Daily Schedules. All programs must have a daily schedule that gives children a sense of security, independence, stimulation, and knowledge of what they can expect from their day. The daily schedule should be flexible. Children should be allowed to move smoothly from one activity to another of their choice, usually at their own pace. A choice board or other procedure may be used to limit the number of children using a specific area. Children should be able to meet their physical needs in a relaxed way. When children leave the room to go to the bathroom, they should note this on the choice or planning board if this technique is used in the program so the staff responsible for them know where they are. In full day camp programs, a group rotation system may also be used to facilitate different activity experiences. While it is not required to post the daily schedule, it is helpful to children, parents, and staff to have it posted.

7.6. Weekly Activity Plans. Develop a weekly activity plan to ensure the program is using a wide variety of activities and program elements. A sample Weekly Activity Plan is shown in **Attachment 7**. The skills/objectives for the specific activity may be recorded on the Activity Plan or a planning book may also be used for the weekly plan and the skills/objectives for the specific activities. These plans should be kept on file for one year.

7.7. Activity Plans. In addition to the Weekly Activity Plan, an activity plan may be written for each specific directed activity of the day. A sample activity plan is shown in **Attachment 8**.

7.8. Planning for Change. Plan for smooth, unregimented transitions between activities. Use transition activities to reduce boredom and keep the spirit of fun going as the program moves from one game, activity, or play space to another. Avoid children waiting in lines, waiting for food to be served, waiting for a new activity to start, etc. and other time-wasters that reduce the quality of the experience for children. Use "Back Pocket Game" cards for ideas for transition times. Teach these games to the children during normal activity times so the children are familiar with the rules and are able to play right away during transitions. An example of a "Back Pocket Game" card is at**Attachment 9**.

7.9. Choice Board. Use a choice board or other system to allow children to move smoothly from one activity to another and help staff supervise the children. The system should allow children to choose what they want to do and also limit the number of children using a specific interest area. A choice board or other system also is useful to identify the children for whom each staff member is responsible.

Chapter 8

BEFORE- AND AFTER-SCHOOL (B&AS) PROGRAM

8.1. B&AS Program. The B&AS program must provide supervised experiences for school children in kindergarten through sixth grade during non-school hours when parents are at work. Take into account the stresses of the child's daily life when planning activities and schedules. Allow plenty of time for the children to relax, initiate activities, and move through them at a comfortable pace. Place the program focus on leisure activities, rather than academic pursuits. Provide children informal ways to use academic skills in play activities and continue to learn following their own interests and curiosity. Provide time and space for children to do homework before they return home if that is their parents' preference**.**

8.2. Planning Process. Gather input from the staff, children and their parents about the types of activities and schedules that are needed in the program. A yearly plan of monthly themes can be developed. These themes can be further divided into sub-themes as a tool in planning weekly activities.

8.3. Daily Schedule. A sample day-to-day schedule for a before- and after-school program is shown in attachment 10. Provide options for participation in either planned or self-chosen activities. Allow children who quickly lose interest to move on to other activities while encouraging children to fully explore play opportunities. During all periods of the day, make a variety of materials and equipment available. Children may elect to read or just sit quietly at times during the day.

  8.3.1. The following elements should be included in the program schedule:

    8.3.1.1. Opportunities for outdoor, active play (weather permitting) or indoor active play if the weather does not permit outdoor play.

    8.3.1.2. Choices of planned activities (e.g., art, music, science, fitness, etc.).

    8.3.1.3. Snacks (after school) and meals (if present at meal times).

    8.3.1.4. Independent activities or rest.

    8.3.1.5. An opportunity to do homework and receive tutoring.

    8.3.1.6. Opportunities to socialize.

  8.3.2. Homework. Schedule at least 30 minutes in the afternoon for homework or alternate activities for those who do not need homework time. Homework assistance should be in partnership with parents, and not be a replacement for parental responsibility. Confer with parents to learn how the time can be used to be most helpful to the child. Monitor and assist children, as needed, in doing homework to a point where a parent can then review it with the child. Contacting the school for recommendations from the teachers should remain a parent responsibility.

  8.3.3. Balanced Program. Use activities and/or themes to offer experiences for children with a wide variety of skills and interests. Allow all of the children to both operate in their areas of strength and stretch themselves into new areas. Include the following in the curriculum:

    8.3.3.1. Cognitive activities that stimulate children's thinking and intellectual abilities such as science experiments, logic puzzles, or problem solving games.

    8.3.3.2. Physical activities that allow development of large and small muscle coordination such as physical games, fine motor art projects, or physical fitness activities.

8.3.3.3. Self and social awareness activities that help children get to know and understand themselves and others better such as cooperation games, multi-cultural/anti-bias activities, self-portraits, or group discussions.

8.3.3.4. Creative activities that provide children with opportunities to express themselves in "non-programmed" projects that draw inspiration from within themselves such as music, dramatics, working with art media, creative writing, or dance.

8.3.3.5. Recreational activities that help children develop or practice interests that can be pursued outside the B&AS program such as craft activities, collector's clubs, learning new games or sports.

8.3.4. Balanced Weekly Schedule. Give consideration to the physical, social-emotional, and cognitive skills of children when deciding which activities are appropriate for different age groups. Consider the program elements and frequencies shown in **Table 8.1.** in designing a balanced program.

Table 8.1. Weekly Planning Schedule.

	MON	TUE	WED	THU	FRI
ACTIVE PHYSICAL PLAY	X	X	X	X	X
FITNESS ACTIVITY	X		X		X
CREATIVE ARTS	X	X	X	X	X
DRAMATIC PLAY/ARTS	X	X	X	X	X
QUIET ACTIVITY AND SOCIALIZING	X	X	X	X	X
ENRICHMENT ACTIVITY	X	X	X	X	X
COOKING ACTIVITY		X			
GROUP TIME	X	X	X	X	X
SNACK	X	X	X	X	X

8.3.5. Prop Boxes. Maintain packaged kits to use with a specific theme or when a "ready-to-go" activity is needed. For example, a prop box may support a dramatic play situation such as a "pretend" office, restaurant, beauty or barbershop, or other program materials such as an art project. Materials must be safe and appropriate for the age and ability levels of the participants.

8.3.6. Club Program. Introduce children to exciting new hobbies and interests through specialty subject clubs. Consider children's interests, available space, and leadership when determining club program choices. The club program curriculum should be age appropriate for the participants. Children should select clubs based on their choice. Provide an atmosphere where children are free to explore their interests. The adult leader should act as a facilitator, providing ideas and direction. The frequency of club meetings is flexible. The duration of a specialty club will be determined by the children's interest.

Chapter 9

CHECK-IN PROGRAM

9.1. Check-In Program. As an optional program, offer an after school check-in program for older children, 10 years of age and older. Design this program to provide young adolescents with flexible and appropriate supervision by caring, trained adults. Within the program, provide opportunities for young adolescents to make creative and constructive use of their free time and to become independent and responsible by planning and participating in activities on their own. Ensure the program provides working parents with the support they need to combine work and family responsibilities. Require the parent to sign an agreement which makes clear the responsibilities of the program, the parents, and the youth.

   9.1.1. Program Choices. Develop a system that allows youth to report to a check-in location, to be greeted, have a chance to talk about his/her day with the check-in program supervisor and have a snack. The youth may sign-out with the check-in program supervisor to participate in other organized youth activities such as youth sports, enrichment classes, clubs, scouting, or other activities approved by the parent. The youth may stay in the youth facility under the supervision of the check-in program supervisor and do homework, read, or participate in youth center open recreation activities. The youth may leave the facility only with the written daily permission of the parents and check-in supervisor. When leaving the facility the youth must carry this written permission with him or her.

   9.1.2. End of Day Departures. Follow the written instructions of the parent for the end-of-day departure of the youth. After the last activity of the day, allow the youth to return to the check-in point to wait for the parent or go directly home.

9.2. Supervisor's Role. Staff the program with a person(s) trained to work with youth. The check-in supervisor must follow established procedures for checking youth in/out, keep an activity schedule for each youth, interact with participants, and follow parents' written instruction for their children's participation in other activities.

9.3. Parents' Role. The parents must decide how much independence and responsibility each youth is ready for, and plan the youth's weekly after school activities within the guidelines of the local program. The parents schedule all outside activities, and arrange transportation if the program is not able to provide it. The parent is also responsible for letting the check-in supervisor know when the child is going to be late, and must also agree to come to the program site if the child is ill and needs to be taken home.

9.4. Program Charges. Management must set reasonable fees to match the services offered. If the youth remains under the supervision of the check-in supervisor, one fee may be charged while a different fee may be charged if the youth participates in other activities.

9.5. Level of Supervision. If check-in children remain under the direct supervision of the check-in staff (do not leave the facility to participate in other activities), ensure there is one check-in staff member for every 15 children.

Chapter 10

DAY CAMP PROGRAM

10.1. Day Camp Scope. Offer full-day camp programs for children during school holidays and vacation periods. The full-day program may be held for a few days or in weekly blocks during school vacations. Adjust the schedule to fit the local school calendars. Select a focus that meets local needs such as an all age day camp, day camp for 10-12 year old campers, or specialty camps. Consider working parents' needs for supervision for their children when school is not in session in establishing day camp schedules.

10.1.1. Thematic Programming. Use creative contemporary themes to hold the interest of the campers. Thematic programming in specialty camps is optional. It is desirable to promote positive attitudes and behaviors and desirable values related to theme activities. Examples of attitudes and values that could be incorporated within themes are recycling, preserving the environment, citizenship, physical fitness, teamwork, learning about different people, and helping one another.

10.1.2. Specialty Camps. In a specialty camp, concentrate on a special skill, such as performing arts, specific sports, use of computers, swimming, or reading, but incorporate these activities with some standard day camp activities in order to offer a well-rounded program which maintains the youth's interests.

10.2. Program Areas. Use different formats and content areas to offer a variety of activities to meet various needs of youth. Develop the program structure by using format elements such as classes, clubs, trips, interest groups, or combined group activities. Introduce participants to a variety of leisure pursuits and activities which promote the development of lifelong leisure skills. Use special techniques such as icebreakers and introductory games to contribute to day camp fun. Include in the schedule combined group activities; active low-organized games; special events; and scheduled free time.

10.2.1. Content Areas. Design the program as a combination of activity-oriented activities. Include participation in dramatics, art, music, crafts, aquatics, land sports, and other activities that depend strongly on the utilization of natural resources, such as hiking, gardening, appreciation of nature, importance of preservation practices, and sound conservation, etc. Design activities to satisfy the campers' interests and abilities.

10.2.2. Extended Hours Care. If extended service needs to be offered before or after the full-day camp program, this time should be the most relaxed part of a child's day in the program. Provide materials for children to follow their own interests at their own pace. Provide time for children to talk with friends and staff or relax.

10.3. Producing Program Memories. In addition to producing day-to-day technically and developmentally sound activities, include surprise events to exceed campers' expectations. Structure activities and events to create a mood, an illusion, and a sense of expectation.

10.4. Bad Weather Days. The staff should develop a "rainy day" package of activities and make it available to each day camp counselor to use in case of inclement weather which prevents the children from being outdoors or when some other unique circumstances, such as repairs on the outdoor fields, make it undesirable or impossible for the regular schedule to be followed.

10.5. Day Camp Programs for Older Youth (10-12 years). Offer programs with special appeal for older children, based on local demand for school age programs for this age group. Include activities such as creative expression, sports, outdoor recreation, leadership development, peer helping, practical skills, personal improvement, job exposure/experience, and community service. Use contemporary materials relating to what youth are thinking about and are interested in. Encourage youth ownership/empowerment and leadership of youth in activities and special events. Develop programs to provide the following benefits to youth:

10.5.1. Social growth--Make new friends, learn group skills, gain social support.

10.5.2. Personal development--Improve self-concept, sense of achievement, self-reliance.

10.5.3. Physical development--Enhance sense of wellness.

10.5.4. Learning and growth--Exploration and exposure to new facts and ideas.

10.5.5. Self-expression--Progression toward personal potential.

Chapter 11

SAFETY

11.1. Safety. Guidance for safety in school age programs is given in AFI 34-249. Examine safety conditions on a daily basis to assure local policies, practices, equipment, or materials are not being followed or used which could contribute to potentially unsafe situations for children. Provide safety awareness information to staff and volunteers to increase their ability to provide a safe environment for children.

11.2. Structural Fire Certification. AFI 34-249 gives guidance on compliance with the structural requirements of the National Fire Protection Act 101 Life Safety Code 1991 or the latest edition and the requirements for Air Force Fire Safety Facility certification.

11.3. Comprehensive Fire Inspection. An annual, unannounced, comprehensive operational fire inspection must be conducted by the base fire department using the AF Operational Fire Safety Checklist developed by HQ AFCESA/CESM.

11.4. Fire Evacuation Plan. Follow guidance in AFI 34-249 for fire drills. The youth director should develop procedures for conducting fire drills safely and within a reasonable time period. The school age program coordinator or his or her designee must conduct two drills during the first week of the new school year and monthly thereafter. If outside conditions would endanger the safety or health of the children, conduct a mock drill with the children going to the exit doors after the bells sound. A fire inspection must be conducted twice during the first week of the fall school year and monthly thereafter. A copy of the last fire inspection report is posted in the facility and the records are maintained for 1 year.

11.5. Protection From Unsafe Materials and Objects. Avoid exposure of children to unsafe materials and equipment. Closely monitor the use of dangerous items such as tools or electrical items. Protective caps are required for electrical outlets in rooms used by children under age 6.

    11.5.1. Lead-Based Paint. Have no flaking or deteriorating or lead-based paint in areas used by youth. If flaking or deteriorating paint is found, it must be tested for lead content. If the lead content is above acceptable levels, abatement or in-place correction must be accomplished; otherwise, the children should be restricted from accessing the involved area.

    11.5.2. Chemicals. Public Health (PH) must approve the use of all cleaning products in writing. This includes products used by contract custodians. The facility should submit a list of products for which approval is required. Chemicals, cleaning solutions, and other potentially dangerous products should be stored in their original, labeled containers in cabinets or closets which are inaccessible to children.

    11.5.3. Poisonous Plants. All plants in the facility environment must be approved by PH or be on a list of recommended plants for use in children's settings. Give children instructions about poisonous plants before field trips in natural environment settings.

    11.5.4. Electrical Appliances. Use only electrical appliances which meet the Underwriters Laboratory guidelines or host nation requirements, whichever provide greater safety. Kitchen equipment should be inspected by PH to ensure compliance with National Sanitation Foundation requirements. This inspection should be accomplished at the time of installation and every 3 years thereafter.

11.6. Administering Medication. Guidance for administering medication and documentation is provided in AFI 34-249. If medication is administered, ensure persons responsible for administering prescription medications are trained annually by medical staff. Record the training in the individuals' training files. Administer medications only under daily written direction of parents and when possible, have the same person(s) administer medications. Do not use over-the-counter medications, including aspirin, aspirin-like products, antihistamines, and/or cough syrup, unless a physician has prescribed it for a particular child. If parents prefer that their child administer his or her own medications, obtain written instructions from them to that effect. Store these medications with those that will be administered by the staff. Have the program medical advisor approve one or more sun screens for use in the program. Obtain annual parental approval for use of the sun screen on their child. Use other means of protecting children from over-exposure to the sun including providing shade where activities are conducted outdoors and limiting the amount of time children are outdoors in hot sun. Encourage children to become aware of the importance of protecting themselves from over-exposure to the sun and teach them how to dress and protect themselves from sun damage.

11.7. Accidents. Safety of the children is a primary operational concern. Check program conditions against factors causing accidents shown in **Table 11.1.** Make indoor and outdoor activities as safe as possible.

Table 11.1. Factors Contributing to Accidents.

FACTORS CONTRIBUTING TO ACCIDENTS INVOLVING CHILDREN
A child is in the care of persons not familiar with the routines and activities of children.
A child is hungry, tired, angry, or confused.
Hazards are present such as sharp knives, bottles of medicine, slippery floors/sidewalks, busy streets.
Staff members are tired, not feeling well; or they bring personal problems to work.
Routines are not consistently established so children do not know what is expected of them and what they can expect.
A parent is ill, despondent, or troubled over family or marital problems.
The relationship between parents is continually tense.

11.7.1. Active Games and Safety. The school-age program assistant must be prepared to teach games so they can safely be enjoyed by participants. The game or activity must be age appropriate. Children must know the rules and goals of the game or activity. Participants must have a chance to practice the separate skills of the game or activity before "serious" play begins.

11.7.2. Outdoor Play and Safety. A safety specialist must conduct a comprehensive evaluation of the outdoor play areas as a part of the annual unannounced comprehensive safety inspection of child care facilities. Guidelines for outdoor play and safety, and indoor safety and play, are provided in **Attachment 11** and **Attachment 12**, respectively.

11.7.3. Playground Safety. Center staff, trained and task-certified by safety personnel, must monitor outdoor areas and equipment daily. Remove sharp edges and protruding objects on playgrounds. Replace any missing parts of playground equipment. Also remove glass, trash, and animal debris. Ensure playground equipment and installation complies with the United States Consumer Product

Safety Commission <u>Handbook for Public Playground Safety</u> 1991 edition or the latest edition. Ensure fall zones around playground equipment have impact altering materials of sufficient depth and are of sufficient size to comply with the handbook. Ensure playground equipment does not form openings that could trap a child's head or body. Ensure openings in playground equipment are less than 3.5 inches or more than 9 inches. Playground equipment should be tested for entrapment hazards using forms designed for this purpose. Prohibit children from wearing clothing with drawstrings while they are on the playground equipment; such clothing can lead to hanging and strangulation when worn on playground equipment.

Chapter 12

HEALTH, NUTRITION, AND FOOD OPERATION

12.1. Health. Guidance on protecting children's health while they are in school-age programs is provided in AFI 34-249. Follow good health and hygiene practices. The staff should observe and model good health practices by conforming to health rules and by being knowledgeable about signs and symptoms of illness. Children should be taught healthy habits. Smoking should not be permitted inside the facility or in outdoor areas which are used by the children.

12.2. Personal Hygiene Habits. Staff will have children wash hands before eating, after toileting, after touching animals, after blowing or wiping their nose, before water play, and after returning from outside. Do not permit children to share eating or drinking utensils, personal grooming items, hats, or personal food during snacks or meals. Include brushing teeth as a part of the program when meals are eaten. Store toothbrushes separately and ensure they are only used by the children to whom they belong.

12.3. Signs and Symptoms of Illness. Follow guidance on protecting children from disease in AFI 34-249. Ensure all children are screened at the time of entry for signs of illness including communicable diseases. Do not admit children who are ill. School-age program assistants must know how to recognize signs and symptoms of illness. When a child becomes ill, ensure the child's immediate medical needs are taken care of. Notify the parent immediately to discuss the child's condition. Do not permit children to remain in the program when their illness will endanger the health of other children or they do not feel well enough to participate in the program activities.

  12.3.1. Emergency Symptoms. Follow guidance on emergency medical care in AFI 34-249. Some conditions require immediate professional medical attention. If any of the following symptoms are observed, follow local OI guidance for requesting emergency assistance:

    12.3.1.1. Convulsions.

    12.3.1.2. Unconsciousness.

    12.3.1.3. Marked difficulty in breathing.

    12.3.1.4. Ingestion of any potentially toxic substance.

  12.3.2. Less Serious Symptoms. If a child appears ill, call the parent to discuss the child's symptoms. Situations for which a parents must be contacted to pick up the child are:

    12.3.2.1. Temperature over 101 degrees F (oral).

    12.3.2.2. Earache.

    12.3.2.3. Vomiting.

    12.3.2.4. Diarrhea.

    12.3.2.5. Severe abdominal pain.

    12.3.2.6. Serious physical injury (head injury, injured limb, etc.).

12.4. Communicable Diseases. Follow guidance on protecting children from communicable diseases in AFI 34-249. If children are exposed to a communicable disease, the parents must be notified. A letter

coordinated with PH must be given to parents and posted at the program site. Common communicable diseases are shown in **Attachment 13**.

12.5. Chronic Health Problems. School-age program assistants must be alert to children who have chronic (long term) health problems such as diabetes, epilepsy, allergies, and asthma. Detailed information about specific health issues should be obtained from the parents at the time of enrollment. A list of children's allergies and medical problems should be maintained in their home room in a convenient location where the staff can see them, yet the confidentiality of the children is protected. The program medical advisor should approve the enrollment of all children with chronic medical problems.

12.6. Accidents. In case of an accident requiring professional medical assistance, follow guidance in AFI 34-249. Be calm with the child, regardless of how serious the injury may be. Follow accepted first-aid practices of the American Red Cross or from another recognized first-aid training program. For example, in the case of minor accidents, wash the wounds with soap and water and then protect them with sterile bandages. In all injuries involving blood, latex gloves must be worn by the person administering first-aid and Center for Disease Control procedures must be followed. Place used gloves in a plastic bag before discarding them.

12.7. Cleanliness and Sanitation. AFI 34-249 provides guidance on authorized custodial services for school-age programs. Staff should also help keep rooms and furnishings used by children clean during the program day. Sanitize table and chairs used for food service each day. Make a sanitizing solution by mixing 1/4 teaspoon of bleach with one quart of water or one teaspoon bleach with one gallon of water. The custodial staff should keep hard surface floors swept and sanitize them daily and after use for lunch service. Vacuum all carpets in the program area each day. Involve the children in keeping the areas organized and free of debris.

12.8. Heating and Ventilation. AFI 34-249 gives guidance on acceptable standards for heating and ventilation. Only use rooms that may be ventilated by windows that can be opened, have air conditioning, or a ventilation system.

12.9. Nutrition and Food Service. Follow guidance on food service in AFI 34-249. Serve meals and snacks in a sanitary, pleasant way to meet children's nutritional needs and promote good eating habits. Allow time for socializing in conjunction with meals.

    12.9.1. Nutritional Requirements. Provide meals and/or snacks to meet children's nutritional requirements in proportion to the amount of time the children are in the program each day. The amount and type of food served each age group must meet U.S. Department of Agriculture's Child/ Adult Care Food Program (CACFP) requirements. Use cycle menus approved by a dietitian or MAJCOM specialist. Record food substitutions on the menu posted for parents prior to serving. Date menus and keep them on file for at least 1 year or as required by USDA. Sample breakfast menus, lunch menus, and snacks are at **Attachment 14**.

    12.9.2. Food Preparation and Service. AFI 34-249 and AFI 48-116, *Food Safety Program*, contain policy guidance for preparing and serving food and AFMAN 34-228, *Air Force Club Program Procedures*, provides procedures on food cost controls. Serve only food prepared at or for the center by an organization approved to provide food service. This includes foods used for special celebrations. Follow Air Force and USDA CACFP food preparation requirements. Prepare, handle, and serve food in

ways to ensure sanitation and disease control. If food is prepared at another facility, transport it to the program in appropriate, sanitary containers and at appropriate temperatures. Adults must wash their hands immediately before serving food or assisting with meals/snacks. See additional guidelines in **Attachment 15**. Encourage children to assist with setting up and serving the meals and with clean-up after meals.

12.9.3. Water. Provide children with water or other liquids throughout the program day. Serve water in single service cups or by fountain.

12.9.3.1. Water Testing. Ensure water is tested by Bioenvironmental Engineering every 3 years for chemical contaminants and annually for bacterial contaminants. Maintain test results in the program office.

Chapter 13

CHILD ABUSE AND NEGLECT

13.1. Child Abuse or Neglect. AFI 34-249 gives guidance on preventing and reporting child abuse and neglect. Protect children from abuse and neglect while they are in the program. The staff must recognize indicators of abuse or neglect and follow the reporting policy mandated by AFMAN 34-704, *Prevention of Child Abuse*.

13.2. Supervision of Children. Staff must supervise children at all times. Each child must be under the care of a specific adult and the adult must know where the child is at all times. Use AF Form 1930, **Youth Flight Daily Attendance Record**, to assign children to adults and update the form throughout the hours of the program. Contact parents when children do not arrive at the program when expected or depart before permitted.

13.3. Facilities and Equipment. Design and use buildings to permit visual monitoring of interactions between children and children and adults. Use closed circuit television to enhance supervision of areas not visible from the administrative offices of the youth center. Use convex mirrors or other means of providing visual access as necessary. Provide viewing access into each room used through a window in the doors or walls. If it is not possible to view into any area or room, keep doors to those areas or rooms propped open or locked during hours of operation. Leave the lights on in all rooms, including closets with windows, toilets, offices, and storage areas when the building is in use. Do not place anything over windows in doors or interior walls to prevent viewing into rooms, or in closets in activity rooms, or hallways.

13.4. Preventing Unauthorized Access. Minimize unsupervised and unapproved access to children enrolled in the school age program. Require all visitors, to any facility used for school-age programs, to sign in and out and be accompanied while they are in the program area. AF Form 1109, **Visitor Record Log**, may be used to record visitors to the program. Other than parents of enrolled children, permit only those persons who are on official business to be in the program facilities. Have the staff monitor the main entrance when in an indoor facility. Limit the number of entrances used to those that can be monitored. Have alarms on any exits that cannot be monitored visually or by closed circuit television. In a mixed use facility, keep adults in the facility for other reasons away from the children except when properly accompanied by program personnel.

13.5. Release of Children. Release children only to persons authorized in writing by the parents or guardians. Permit children over age 5 to leave unaccompanied only with written parental permission. Staff members must not release children to siblings or other children under age 14. Do not permit children 5 and under to leave the program unaccompanied.

13.6. Child Guidance Training. Train staff who work with children on appropriate guidance and discipline techniques, including training on acceptable and unacceptable ways of touching, talking to, and handling children.

13.7. Reporting Violations. Report, in writing and telephonically, all violations of the child guidance policy to the family member support flight chief or his or her supervisor. Report, by telephone and in writing, all suspected child abuse and neglect to the family advocacy office (FAO).

13.8. Investigation of Child Abuse and Neglect. Investigation of suspected child abuse or neglect is conducted by the FAO, local child protection services, the Federal Bureau of Investigation, and Office of Special Investigations (OSI) when indicated. All information pertaining to a case of alleged abuse or neglect should be confidential and, as such, should be shared only on a "need to know" basis. Individuals who are under investigation for suspected child abuse or neglect should not be permitted to work in any program or facility serving children during the period of investigation, or after an allegation is substantiated.

13.9. Child Abuse Training. AFI 34-249 gives guidance on required initial and annual training on reporting suspected child abuse and neglect. Provide staff written information on child abuse identification, reporting, and prevention at the time of employment and annually.

13.10. Child Abuse and Safety Hot Line. The number of the base FAO and DoD Child Abuse and Safety Hot Line should be posted prominently in the lobby of all facilities used for school-age care and in the program offices. The number should also be included in all parent handbooks and brochures.

Chapter 14

PARENT INVOLVEMENT

14.1. Parent Involvement. Ensure parents are welcome in the program at all times. Provide parents both opportunities to be actively involved in the program and to talk with staff about the program and the child's involvement in the program. Have parents from the school-age program represented on the Youth Flight or Child Development Programs Advisory Committee. Supervisors should ensure that staff members solicit the active involvement of both mothers and fathers at all levels of the program.

14.2. Communicating With Parents. Ensure staff and volunteers communicate positively with parents. Treat parents as partners in the program and provide them with information about the program. Inform parents in advance about policy or regulatory changes and other issues concerning the program and their children. Notify them of the date, time, and destination of field trips that require the use of a vehicle or walking from normal program locations. Encourage parents to attend or be part of special events. Ask parents about special skills or interests they have that can be used in the program.

14.3. Parent Handbook. A parent program handbook may be developed locally to meet the specific needs of each site. A parent handbook is one of the major avenues of communication with parents on a number of key issues and allows consistency in the information given to parents. Suggested parent handbook topics are provided at **Attachment 16**.

WILLIAM P. HALLIN,   Lt General, USaf
DCS/Installations & Logistics

Attachment 1

GLOSSARY OF REFERENCES, ABBREVIATIONS, ACRONYMS, AND TERMS

References

AFI 34-248, *Child Development Programs*

AFI 34-249, *Youth Programs*

AFMAN 34-228, *Air Force Club Program Procedures*

AFI 34-704, *Prevention of Child Abuse*

AFI 48-116, *Food Safety Program*

AFI 48-101, *Aerospace Medical Operations*

National Fire Protection Act 101 Life Safety Code 1991

Handbook for Public Playground Safety 1991 Edition

Air Force Operational Fire Safety Checklist

Abbreviations and Acronyms

AFI—Air Force Instruction

AFMAN—Air Force Manual

CACFP—Child Adult Care Food Program

CDC—Centers for Disease Control

CPR—Cardiopulmonary Resuscitation

DoD—Department of Defense

FAO—Family Advocacy Office

HQ AFSVA—Headquarters Air Force Services Agency

HQ USAF—Headquarters United States Air Force, Washington DC

HRO—Human Resources Office

IRC—Installation Records Check

MAJCOM—Major Command

NAC—National Agency Check

NAF—Nonappropriated Funds

NACI—National Agency Check and Inquiries

OI—Operating Instructions

PH—Public Health

SCHR—State Criminal History Repository

USDA—United States Department of Agriculture

Terms

Before-School and After-School or School-Age Programs—Structured activity programs for school-age children who are 6 through 12 years of age, which offer supervision while their parents are working. Programs may be offered before school, after school, before- and after-school, during school holidays, and during summer vacations. These programs are also called school-age child care programs, school-age care programs, and latchkey programs.

Child Abuse and Neglect—The physical injury, sexual maltreatment, emotional maltreatment, deprivation of necessities, or other maltreatment of a child. The term may apply to both acts and omissions on the part of a responsible person.

Child and Adult Care Food Program (CACFP)—The U.S. Department of Agriculture's Child and Adult Care Food Program, a federally sponsored program whose child care component provides nutritious meals and snacks to children enrolled in school-age programs in the states and territories.

Children with Special Needs—Children with developmental disabilities, mental retardation, emotional disturbance, sensory or motor impairment, or significant chronic illness who require special health surveillance or specialized programs, interventions, or facilities.

Communicable Disease—A disease caused by a microorganism that can be transmitted from person to person via infected body fluid or respiratory spray, with or without an intermediary agent (e.g., mosquito) or environmental object (e.g., table surface).

Contractors—Entities or individuals contracted to provide youth program services.

Contractor Employee—An individual employed by a contractor to provide youth program services.

Full-Day or Part-Day Camps—Supervised activities offered to children and youths during school holidays and vacation periods. Day camps may last all day or for only a few hours and may run for a few days or for one or more weeks. They are sometimes held outdoors, with the youth center as their home base. Some day camps focus on special activities or skills, such as, reading, computer use, or soccer.

Fitness Activities—Activities designed to educate youths about health and fitness, help them increase their fitness level, and encourage them to develop life-time fitness skills (for example, fitness challenges, fitness clinics, nutrition and cooking activities, instruction individual sports, special fitness events).

Group Size—The number of youths assigned to a school-age program assistant or using a designated area or room.

Installation Records Check (IRC)—A check of installation records for an individual's identified residences for the preceding 2 years. This check covers, at a minimum, all police files (base/military police, security offices, or criminal investigations, or local law enforcement agencies), Drug and Alcohol Program files, Family Housing files, Medical Treatment Facility for Family Advocacy Program files (including Service Central Registry records and mental health records), and any other organization's files as appropriate, and to the extent permitted by law.

Instructional Classes—Sessions designed to teach and develop skills and abilities in desirable activities. Classes should be scheduled to reach the largest possible audience, including weekly classes and one-time clinics.

School-Age Children—Children, ages 6-9, who attend kindergarten through third grade. May also include children ages 9-12 who are enrolled in a school-age care program.

Special Interest Activities—Opportunities for youths to develop special skills and hobbies and to relate to others with similar interests through participation in clubs, groups, and special events.

Specified Volunteer—An individual occupying a Specified Volunteer Position.

Specified Volunteer Position—A position to which one volunteer may be assigned.

Staff-to-Child Ratio—The number of children for whom one staff member may be responsible or supervise.

State Criminal History Repository (SCHR)—A state's central record of investigative files.

Supervision—Refers to having temporary responsibility for children and temporary or permanent authority to exercise direction and control by an individual over an individual whose required background checks have been initiated but not completed.

Temporary Employees—Includes non-status appointments to a competitive service position for a specified period of less than a year. Includes summer hires and student interns.

Volunteers—Individuals who assist with programs on an unpaid basis and are not counted in the staff:child ratios.

Youth Program Facilities—The buildings and facilities, such as, the youth center, used for youth programs. Examples include ball fields, soccer fields, skating rinks, rooms in the DoDDS school or public school, swimming pools, and other space used for youth programs. These facilities may be operated by Services or loaned or rented for use by youth programs.

Attachment 2

SUGGESTIONS FOR EQUIPMENT FOR SCHOOL AGE PROGRAMS

Table A2.1. Suggestions for Equipment for School Age Programs.

ITEMS	UP TO DOUBLE THE RATIO--24 CHILDREN	ADDITIONAL PER PROGRAM SITE
ART EASEL, 47" to 51" height, 2 painting surfaces each easel	2	
BALL CART, storage for playground balls, soccer balls, basketballs, etc.		1
BASKETBALL GOAL, adjustment 42" to 63" height	1	
BIG BOOK STORAGE CENTER	1	
BLOCK CABINET, PORTABLE	1	
BULLETIN BOARD	2	
CABINET, built-in or on wheels, 2 to 3 shelves	3	
CABINET, double door, locking storage 4 to 6 shelves, if built-in storage is not provided	As required	
CARTS, with wheels		As required
CASSETTE PLAYER/RECORDER	1	
CHAIR, 11" to 15" seat height	12	
CHALK BOARD	1	
CLOCK, Wall	1	
COLD BEVERAGE DISPENSER, 3 gallon with spigot if water fountain not available in the room	1	
COMPUTER WITH PRINTER	2	
CUBBIES, built-in or on wheels (provide for 12 children)	2	
EASY CHAIR	3	
HOUSEKEEPING DRAMATIC PLAY FURNITURE, such as kitchen set, table and chair set, store set,	1	
TABLE WITH 4 CHAIRS for dramatic play area	1	
LAMINATING MACHINE		1
LEGO TABLE	1	
LISTENING CENTER (6 to 8 stations)	1	
LOFT PLAY STRUCTURE	1	
KARAOKE SING-ALONG MACHINE		1
MATS, folding	2	
MATS, GEOMETRIC FORMS	6	

MOBILE LIBRARY STAND	1	
PING-PONG TABLE, mini size (30"x 60" with adjustable height levels)	1	
PING-PONG TABLE, full size for older youth		1
POOL TABLE, mini size (23" x 44" with 8" and 29" legs	1	
PORTABLE HAND HELD LOUDSPEAKER-compact system		1
PUPPET STAGE		1
RECORD/TAPE/CASSETTE PLAYER	1	
REFRIGERATOR		1
SEWING MACHINE		1
STORAGE SHELVES, 2 or 3 shelves per unit	2	
STEPS, 4" for fitness program	6	
STORAGE BIN, with tops, or stacking with wheel base	6	
TABLE FOR EATING, STUDYING OR PLAYING, 18 1/2" to 20" high	3	
VHS RECORDER/RECEIVER		1
WATER AND SAND TABLE	1	
WOODWORKING TABLE	1	

Attachment 3

SUGGESTIONS FOR SUPPLIES AND MATERIALS

A3.1. Arts and Crafts Area.

Acrylic paints

Brushes, assorted

Butcher paper

Calligraphy pens

Carving tools

Chalks, colors

Charcoals

Computer paper

Construction paper

Contact paper

Drawing paper

Drawing pencils

Easel paper

Felt scraps

Finger paints

Flannel scraps

Glue/paste

Ink pads

Ink stamps

Large eye needles

Liquid starch

Modeling clays

Newsprint paper

Oilcloth tablecloths

Packaging materials

Paper clips

Paper punch

Pipe cleaners

Plaster of Paris

Poster board

Rubber cement

Rulers

Sandpaper

Scissors

Soap stone

Soap flakes

Sponges

Stapler

Tag board

Tape

Thick yarn

Weaving looms

Wire

Wood scraps

A3.1.1. **Collage Materials.**

Acorns, etc.

Baking cups

Bark

Beads

Beans

Buttons

Cards, holiday

Colored cellophane

Cork

Cotton

Crepe paper

Dollies

Drinking straws

Dry snow

Egg cartons (cutup)

Fabric scraps

Feathers

Flower petals

Foil

Gift wrapping paper

Glitter

Old magazines

Orange net bags

Paper plates

Pasta products

Plastic trays

Pods

Popcorn

Q-tips

Ribbons

Rickrack

Rice

Sand

Sawdust

Seeds

Sequins

Styrofoam pieces

Tinsel

Tissue paper

Toothpicks

Twine

Wallpaper samples

Yarn

A3.2. Blocks and Construction Area.

Animals, miniature

Boards

Boxes or cardboard sheets

Colored blocks

Derricks, pulleys

Erector set

Fabric

K-nex building set

Large blocks

Large Legos

Lincoln logs

People, miniature

Small blocks

Small cars, etc.

Tinker Toy set

Traffic signs

A3.3. Board/Table Games and Manipulative Area.

Backgammon

Battleship

Boggle

Candyland

Card games

Checkers

Chess

Chutes and Ladders

Chinese checkers

Clue, junior

Clue, regular

Connect Four

Crossword puzzles

Dominoes

Jenga

Kids Day in Court

Kids Day on Stage

Model kits

Monopoly

Music Maestro

Mystery Rock

Parcheesi

Picnic Panic

Pictionary Junior

Scrabble

Simon

Smart Square

Sorry

Tic-Tac-Toe

Trivia games

Word games

Yahtzee, junior

Yahtzee, regular

A3.4. Collections Areas.   This area may begin with displays prepared by the staff to get children interested in collecting. From then on children can collect, research, and display items such as the following:

Action figures

Arrowheads

Autographs

Bird nests

Buttons

Coins

Decals

Dolls

Flags

Insects

Kites

License plates

Maps

Marbles

Matchbox cars

Model cars

Model planes

Model trains

Music boxes

Postcards

Rocks

Shells

Sports cards

Stamps

Stickers

Travel souvenirs

A3.5. Discovery (Science and Nature) Area.

Ant farm

Astronomy kit

Balance scales

Basins

Batteries

Bell, electric

Bird feeders

Clock

Color transparent paddles

Containers, trays

Cooking props

Egg timer

Freshwater aquarium

Garden tools

Globe

Hand tools

Hose pieces

Magnetic compass

Magnets

Magnifying lens

Microscope and slides

Mirrors

Old appliances

Old clocks

Old machines

Pendulums

Photography kit

Prisms and crystals

Reference materials

Rocks

Seeds

Solar charts

Stethoscope

Rulers

Tape measure

Terrarium, covered

Texture samples

Thermometers

Tuning fork

Water

Yardsticks

A3.6. Dramatic Play Area.

Aprons

Briefcase

Career hats, washable

Cash register

Cooking utensils

Cosmetics, non-toxic

Costumes

Dishes and cabinet

Doll beds

Gym bag

Ironing board

Jewelry

Kitchen furnishings

Luggage

Masks

Microphone

Mirror (full length)

Plastic flowers

Play money

Play scripts

Pot holders

Office furnishings

Silverware

Telephones

Tortilla press

Woks

A3.6.1. **Prop Box Suggestions.**

Beauty/barber shop

Career clothes

Castle

Cleaning toys

Dolls

Doll clothes

Doll house, figures

Doll house furniture

Dress up clothes

Fitness studio

Office with supplies

Plastic fruits, vegetables, and other foods

Restaurant

Store

A3.7. Gross Motor and Fitness Area.

Badminton equipment

Balance beam

Balls, assorted

Barrels

Basketball hoop

Batons

Bats

Bean bags set

Bowling set

Broad jump mat

Croquet set

Frisbees

Fitness workout steps

Funnel tunnel

Hoops

Hopscotch carpet

Horse shoes

Jump rope, individual

Jump rope, long

Kickboards

Kites

Parachute

Ribbon set

Ring Toss

Safety cones

Scooters

Stilts

Stop watch

Twister

Volleyball equipment

Water sprinklers

A3.8. Mathematics Area.

Abacus

Attribute blocks

Beads and laces

Calculators

Colored inch blocks

Computer software

Geometric boards

Geo set

Graph paper

Legos

Map skills

Measurement charts

Measuring items

Parquetry blocks

Puzzles, 5 shapes

A3.9. Music/Creative Expression Area.

Flannel board and props

Instruction books

Keyboards

Music videos

Puppets/puppet stage

Recorded music

Rhythm instruments

Songbooks

Streamers

A3.10. Reading/Language and Homework Area.

Age-appropriate materials

Computer(s)

Ethnic diversity materials

Dictionaries

Gender diversity materials

Globe

Local newspaper

Magazines

Maps

Poetry Books

Reference books

Soft carpeting

Writing supplies

A3.11. Sand and Water Area.

Beach toys

Corks

Funnels

Plastic eye droppers

Plastic boats

Plastic hoses

Plastic pitchers

Plastic sifters

Plastic tubing

Measuring cups

Sand props

Squeeze bottles

Waterproof aprons

Attachment 4

SAMPLE INTERVIEW QUESTIONS

A4.1. Describe your experience in working with others as a team to provide a program for youth. What did you do in your last job to contribute toward a teamwork environment?

A4.2. Discuss a crisis situation with youth you had and describe how you handled it.

A4.3. What experience have you had organizing activities for youth?

A4.4. What experience have you had working with youth?

A4.5. Describe a situation in which you were able to positively influence the actions of youth.

Attachment 5

SAMPLE REFERENCE-CHECK QUESTIONS

A5.1. For candidates with experience working with children:

A5.1.1. How would you describe the candidate's knowledge of appropriate practices and program activities for children ages 5 to 12?

A5.1.2. Does the candidate enjoy working with children and do children enjoy being with the applicant?

A5.1.3. How would you describe the candidate's ability to relate to parents?

A5.2. For all candidates:

A5.2.1. In what areas of the new job would you expect the candidate to do very well? With what areas would the candidate have problems?

A5.2.2. How would you describe the candidate's ability to get along with co-workers?

A5.2.3. Does the applicant accept responsibility and follow through on assignments?

A5.2.4. Is the applicant honest and trustworthy?

A5.2.5. How would you describe the candidate's work habits, punctuality, attendance and attitude?

A5.2.6. Would you hire this person to work with children?

Attachment 6

STAFF/VOLUNTEER ORIENTATION GOALS AND SESSION TOPICS

A6.1. Orientation Goals. Basic goals of the orientation process include:

A6.1.1. Introducing the new employee/volunteer to the quality Air Force continuous improvement process.

A6.1.2. Facilitating communication and sharing in program based upon common quality and performance requirements.

A6.1.3. Welcoming the new employee/volunteer to a warm, friendly, and caring environment.

A6.1.4. Improving overall program operational performance.

A6.1.5. Preparing the new employee/volunteer for his/her position so fewer mistakes are made and a higher level of productivity is reached.

A6.1.6. Making the new employee/volunteer feel secure and part of the team.

A6.1.7. Ensuring the individual has the knowledge needed to protect the health and safety of children.

A6.2. Initial Session Topics:

A6.2.1. Duties, hours, pay, and benefits.

A6.2.2. Whom to ask for help and where to go for information.

A6.2.3. Basic information on the program and its values as well as our responsibilities to parents.

A6.2.4. General information on DoD, AF, and installation policies, and operating instructions.*

A6.2.5. Child abuse/neglect prevention, identification, and reporting information.*

A6.2.6. Information on recommended and non-acceptable guidance and discipline techniques.*

A6.2.7. Smoking, alcohol, and drug use policy.

A6.2.8. The process by which problems are solved in the program.

A6.2.9. Introductions to custodian, youth director, family member support flight chief, co-workers.*

A6.2.10. Immediate needs information:

"Where do I park my car?"

"Where do I leave my personal belongings"

"Where is the staff bathroom?"

"When do I eat lunch?" (If applicable.)

A6.3. Additional Session Topics:

A6.3.1. Full information on duties, personnel policies and performance expectations.*

A6.3.2. How the new employee's/volunteer's job relates to other jobs in youth support programs and to the base mission.

A6.3.3. Full information on policies and operating instructions (give location of written materials for future review and reference).

A6.3.3.1. Policies on being alone with youth, going to youth's homes, inviting youth to one's own home, transporting youth in personal vehicles, socializing with youth, etc.

A6.3.3.2. Emergency procedures, pick up procedures, confidentiality policies.*

A6.3.3.3. Food handler's training.*

A6.3.3.4. Nutrition in meals and snacks.*

A6.3.3.5. Health and safety: communicable diseases, hygiene practices, medication administration.*

A6.3.3.6. CPR and first aid information.*

A6.3.3.7. Setting up the environment.*

A6.3.3.8. Schedule and activities.*

A6.3.3.9. Tour of program space.*

A6.3.3.10. Location of materials and supplies.*

* Indicates required orientation topics.

Attachment 7

WEEKLY ACTIVITY PLAN FORMAT

A7.1. Weekly Activity Plan Sample.

Weekly Theme
Week of:

	MON	TUES	WED	THUR	FRI
Directed Activity					
Transition Activity					
Child-Directed Activity					
Music					
Art					
Puzzles/Manipulatives					
Construction and Blocks					
Discovery					
Reading/Writing					
Fitness					

Attachment 8

SCHOOL-AGE PROGRAM ACTIVITY PLAN FORMAT

A8.1. Activity Plan.

NAME OF ACTIVITY:

SKILL(S):

AGE OF CHILDREN:STAFF REQUIRED:

MATERIALS AND/OR EQUIPMENT NEEDED:

SPACE/AREA REQUIRED:

ACTIVITY DESCRIPTION:

SPECIAL SAFETY PRECAUTIONS:

ACTIVITY STEPS:

DESCRIBE OR SHOW:

ANSWER QUESTIONS:

DO:

ADAPTATION:

Attachment 9

BACK POCKET GAME CARD
(3" X 5" CARD)

A9.1. Back Pocket Games.   List selected games on 3" x 5" card and protect by laminating the surface. Suggestions for games are:

Magic Box

Good Morning, Mr. Judge

Sausages/Pancakes

Quick Change Artist

That's Good

Whodunit??

Opposites Attract

Buzz and Fizz-Buzz

Knots (Tangle, Hands)

Zoom

Whistle

Spring Rain Storm

Attachment 10

SAMPLE DAY-TO-DAY OPERATING SCHEDULE

A10.1. Morning:

0700-0730	Greeting arrivals, check-in, handwashing
	Breakfast and clean-up
	Board games/reading/homework
	Manipulative/construction type activities
0730-0815	Continue activities from 0700-0730
	Organized games (moderate activity level)
	Free play on playground
	Craft activity
0815-0830	Clean-up and prepare for school

A10.2. Afternoon Schedule for Kindergarten Children.

1120-1200	Pick-up at school--(if service is provided)/greet arrivals
	Put away personal items in home base room
	Free play
1200-1230	Hand washing/Lunch and clean-up
1230-1315	Rest time
	Read story
	Indoor quiet activities available
1315-1430	Planned activities for kindergartners
	Art/music/science activities
	Manipulative/construction
	Group games

A10.3. After-School Arrivals.

1430-1515	Greeting/sign-in
	Hand washing
	Snack
	Outside organized games and free play
	Inside quiet activities available
1515-1630	Enrichment activity period

	Planned activity to include:
	Games, music, drama, science, cooking, art
	May include scouting, 4-H, clubs, etc.
1630-1715	Free play
	Inside self-initiated activities
	Homework assistance
1715-1800	Prepare to go home
	Stories, group singing
	Check-out

Attachment 11

OUTDOOR PLAY AND SAFETY

A11.1. Guidelines.

A11.1.1. Know the number of children present at all times and be aware of where the children are and what they are doing.

A11.1.2. Set up a system so when children must leave the group, they return safely within a reasonable amount of time. You may want to institute a "buddy system" especially with younger children whereby a child must always take another child along to the rest room or other area not visually supervised.

A11.1.3. Staff needing to take care of personal business must make sure children are adequately supervised by other staff members to maintain ratios before leaving the group.

A11.1.4. On the playground, staff must be stationed at different places so all children can be seen at all times. Avoid grouping of adults.

A11.1.5. On the playground each staff member must move around to different areas within his/her zone, in order to see what all children are doing.

A11.1.6. Staff must remain near equipment children are using.

A11.1.7. The staff should always face the children.

A11.1.8. Areas behind buildings or around corners must be "Off Limits." Boundaries need to be clear to the children.

A11.1.9. Outdoor play areas must be checked every day for broken glass, rocks, or other hazards.

A11.1.10. Equipment and apparatus must be checked every day for damage.

A11.1.11. Watch for sprinkler heads that may be above ground level.

A11.1.12. Make sure equipment is used as intended.

A11.1.13. Where it is necessary, have rules for the safe use of the equipment. Explain rules to children.

A11.1.14. Snakes and other wild animals are to be avoided unless special precautions are taken to avoid bites and diseases. Obtain public health approval for all animals with whom children will have contact.

A11.1.15. An active outdoor game should not have children moving from grass or dirt to a hard surface such as asphalt.

A11.1.16. When children participate in relays and races, turning lines are established away from fences, walls, trees and equipment.

A11.1.17. Create a safety zone of a least five feet between game boundaries and hazardous objects or walls.

A11.1.18. Children must be supervised while using the jump rope. Do not allow children to wind the rope around parts of their body.

A11.1.19. Children must keep their shoes on and laces tied, if applicable.

A11.1.20. Children will not eat snacks and play at the same time.

A11.1.21. During very active games, glasses will be removed or glass guards worn.

A11.1.22. It is often necessary to remind a child they can safely jump only from a height equal to his or her own height.

A11.1.23. Children may need to be reminded not to climb or run holding sticks, or other sharp objects.

A11.1.24. Show a child how to do a skill in order to prevent his/her being hurt or hurting others.

A11.1.25. The rules in outdoor games must be explained before play begins and all questions answered.

A11.1.26. Establish a "safety" zone for team members waiting a turn in games such as softball or kickball.

A11.1.27. In planning activities or games, look ahead to see potential dangers or hazards. Visualize what "might happen" during a game or activity.

A11.1.28. Always point out safety factors with the children and discuss how to avoid possible problems such as collision, slipping on wet grass, etc.

A11.1.29. Stop unnecessary roughness immediately.

Attachment 12

INDOOR PLAY AND SAFETY

A12.1. Guidelines.

A12.1.1. Adapt game rules to fit the space.

A12.1.2. Store cleaning supplies in proper storage areas.

A12.1.3. Keep traffic paths and exits free from materials and equipment.

A12.1.4. Crawling, climbing and walking on furniture should not be permitted.

A12.1.5. Set limits on the number of children using a game or piece of equipment at one time.

A12.1.6. Wipe up spilled liquids immediately.

A12.1.7. Closely supervise activities involving potentially hazardous materials such as hot water.

A12.1.8. Wipe or wet-mop spilled powdered paints rather than sweeping to reduce inhalation hazards.

A12.1.9. Limit pets and animals to those approved by public health. Follow recommended practices in handling.

A12.1.10. Do not have turtles, parrots, dangerous snakes, or wild animals as pets.

Attachment 13

COMMON COMMUNICABLE DISEASES

Table A13.1. Common Communicable Diseases.

DISEASE	INCUBA-TION PERIOD	WHEN IT IS CATCH-ING	SYMPTOMS	RASH	LENGTH-OF ILL-NESS
CHICKENPOX	14-21 Days	1-6 Days	Fever Rash Itch-ing	Individual Blis-ters Forming Crusts By 4th Day	7-10 Days
CONJUNC-TIVITIS	1-3 Days	First Few Days	Watery, Red Eyes With Thick Yellow-Green Discharge	None	Until Treated
GERMAN MEASLES-RUBELLA	14-21 Days	7 Days Before Rash/ 4 Days After Rash	Mild Fever Enlarged Lymph Nodes Behind the Ears	Diffuse Dotted Red Rash	3-5 Days
HEPATITIS TYPE "A"	28-30 Days	1-15 Days Before On-Set	Fever, Tiredness, Loss of Appetite, Nausea, Abdominal Discomfort	Yellowish Skin	4-6 Weeks
IMPETIGO	4-10 Days	While Lesions Are Weeping	Itchy, Red Weeping Skin Rash	Red, Oozing Small Blisters & Erosions Capped With Yellow Crust	
LICE	7-14 days		Scratching	Nits Attached to Individual Hairs	
MEASLES RUBELLA	12-14 Days	4 Days Before Rash/ 5 Days After Rash	High Fever Runny Nose, Hacking Cough 3-4 Days Before Rash	Red-brown Blotchy Eruptions Starting Head Downward Covers Body by 3rd Day	7-10 Days

MUMPS	12-24 Days	2 Days Before -toms	Fever, Swelling In Front Of Ear	Swelling, Tenderness Near Ear	7-10 Days
RINGWORM	4-10 Days	While Lesions Are Present	Itchy, Red Spreading Skin Rash	Flat Spreading Ring-Shaped Lesions	Until Lesions Heal
SCABIES	2-7 Days	Contact With Eggs or Mites	Itching Skin Rash	Crusted Wavy Tunnels Severe Itching	Until Treated by Doctor
SCARLET FEVER	2-7 Days	From First Symptom Until 7 Days Lat- er	Fever, Sore- Throat, Bright Red Tongue	Pinpoint Red Rash on Body-- Not on Face	With Treat- ment Within 24 Hours
STREP THROAT	1-3 Days	24 to 48 Hours After Antibiotic Treat- ment	Fever, Sore Throat, White Patches on Very Red Tonsils	Sore Throat, May Have Swollen Lymph Nodes and Tonsils	

Attachment 14

SAMPLE MENUS

A14.1. Breakfast Menus.

Sliced Banana	Apple Slices
Corn Flakes	Cheese Toast
Milk	Milk
Orange Wedges	Sliced Peaches
Enriched English Muffin	Bran Muffin
Milk	Milk
Fresh Fruit Cup	Orange Juice
Whole Wheat Toast	Oatmeal
Milk	Milk

A14.2. Lunch Menus.

Turkeyburger on Whole Wheat Roll with Lettuce and Tomato	Tuna Noodle Casserole
Yellow Corn	Green Salad
Grapes	Peach Slices
Milk	Enriched Bread
	Milk
Baked Chicken	Chicken Vegetable Soup
Mashed Potatoes	Peanut Butter Sandwich
Green Beans	Green Pepper and Carrot Sticks
Pear Half	Sliced Peaches
Enriched Bread	Milk
Milk	
Salmon Loaf	Spaghetti and Meat Sauce
Boiled Potatoes	Green Salad
Broccoli	Apple Wedges
Wheat Roll	Enriched Bread
Milk	Milk

A14.3. Nutritious Snacks.

Frozen Low-Fat Yogurt and Graham Cracker   Raw Vegetables and Milk
Water

Frozen Juice Bars and Hi-Hos   Cup of Soup and Crackers
                                                 Water

Crackers with Peanut Butter and Milk   Un-buttered Popcorn and Cranberry-apple Juice

Orange Wedges and Oatmeal Cookies   Fresh Fruit Topped with Yogurt
Water   Water

Attachment 15

KEEPING FOOD SAFE

A15.1. Serve foods soon after cooking or refrigerate.

A15.2. Refrigerate cold foods when cold, hot foods when hot.

A15.3. Keep hot foods hot (above 140 degrees F) and cold food cold (below 40 degrees F). Food may not be safe if held for more than 3 or 4 hours at a temperature between 40 degrees F and 140 degrees F.

A15.4. Thoroughly clean all dishes and utensils and wash work surfaces with soap and water after each use. Use the three-step method--wash, rinse, sanitize in a water and chlorine laundry bleach solution if a dishwasher is not used.

A15.5. Clean and sanitize wooden chopping boards. Clean and sanitize blenders and can openers after each use.

A15.6. Use only clean eggs with uncracked shells in any recipe in which eggs are not thoroughly cooked. Cracked or soiled eggs may contain harmful bacteria. Ensure eggs are always cooked thoroughly before serving.

A15.7. Foods that have been thawed to room temperature or that have been held in the refrigerator longer than 1 day should not be frozen or refrozen.

A15.8. If the odor or color of any food is poor or questionable, it may be dangerous. When in doubt, throw it out.

A15.9. Wash hands thoroughly with soap and water before handling food and after touching raw meat or eggs before working with another food.

A15.10. Protect foods from rodents by storing in tightly covered containers.

A15.11. Thoroughly wash all fruits and vegetables before use.

A15.12. Do not allow food handlers with an open wound, a cold, or an infection, to work with food.

A15.13. Wear a hair net or cap while working with food.

A15.14. Wash knives used to cut meat, your hands, and the surfaces on which the meat was cut with soap and water before you use them to cut another food.

A15.15. Cook hamburger thoroughly before serving.

NOTE:
Follow AFI 48-101 and AFI 48-101. Consult with Public Health if you have questions about food safety.

Attachment 16

PARENT HANDBOOK TOPICS

A16.1. Program Goals (e.g., overall goals and purpose for children and community).

A16.2. Communication (e.g., methods the program uses to keep parents informed and how parents can reach staff).

A16.3. Conferences (e.g., meetings which may be required or offered to parents).

A16.4. Staffing (e.g., type of staff utilized, ratios).

A16.5. Discipline (e.g., typical methods used and the goal of discipline).

A16.6. Children's responsibilities (e.g., behavioral expectations).

A16.7. Enrollment (e.g., forms needed on file, other requirements).

A16.8. Contracts (e.g., enrollment contracts if offered).

A16.9. Release of children (e.g., parent responsibility for sign-in and/or out as applicable, parent permission for alternate adults).

A16.10. Transportation (e.g., program responsibilities, permission agreements).

A16.11. Cost of the program (e.g., fees and charges) (make as insert).

A16.12. Fee payment (e.g., when, where, how, to whom, consequences of late payment).

A16.13. Late pickup of children (e.g., parental responsibilities, resulting fees or consequences).

A16.14. Emergencies (e.g., procedures followed in program and parental emergencies).

A16.15. Illness/accidents (e.g., program procedures and parental responsibilities).

A16.16. Medication (e.g., conditions for administration, parental responsibilities).

A16.17. Field trips (e.g., permission to be sought, parental responsibilities).

A16.18. Food and snacks (e.g., types of food served, parental responsibilities, access to vending machines or snack bar items).

A16.19. Holidays/bad weather days (e.g., if applicable, program operation, fees, notification).

A16.20. Personal belongings (e.g., responsibility for labeling and what happens to lost items).