

Approved Thursday, April 30, 1992
Date

MINUTES OF THE HOUSE COMMITTEE ON FEDERAL AND STATE AFFAIRS

The meeting was called to order by Representative Kathleen Sebelius at
Chairperson

1:30 ~~am~~/p.m. on Monday, February 3, 1992 in room 526-S of the Capitol.

All members were present except:

Representative Dick Edlund - Excused Representative Clyde Graeber - Excused
Representative James Cates - Excused
Representative Joan Wagnon - Excused

Committee staff present:

Mary Torrence, Office of the Revisor
Mary Galligan, Kansas Legislative Research Department
Lynne Holt, Kansas Legislative Research Department
Connie Craig, Secretary to the Committee

Conferees appearing before the committee:

Secretary Donna Whiteman, Department of Social and Rehabilitation
Services, State of Kansas
Laura Kelly, Executive Director, Kansas Recreation and Park Association
Kay Coles, Kansas National Education Association
Mark Tallman, Kansas Association of School Boards
Jim Coder, Assistant Attorney General, Kansas State Fire Marshal Department
Christine Ross, Director, Child Care Licensing and REgistration, Bureau
of Adult and Child Care, Kansas Department of Health and Environment
Peggy Scally, Child Care Licensing Coordinator, Lawrence-Douglas County
Health Department

Chair Sebelius called the meeting to order, and explained that Secretary Whiteman would testify on both HB 2699 and HB 2700, since she was the only conferee testifying on both bills. Chair Sebelius then would turn the hearing back to proponents of HB 2699, and continue the meeting as usual.

Secretary Donna Whiteman appeared before Committee in support of HB 2699, Attachment #1.

The Committee discussed whether the House Education Committee had a bill similar to this. One Committee member asked if there was any way this bill would pass if it violated any local codes. Another question asked was if there ever would be a situation where the school would be utilized for children under kindergarten age?

Secretary Whiteman gave testimony supporting favorable passage of HB 2700, Attachment #2.

One Committee member asked in regard to extending the maximum hours a child is to be held in protective custody, holidays and weekends are excluded, so a child could be held as long as six days before being placed?

HB 2699 - PROPONENTS

Laura Kelly appeared before the Committee as a proponent of HB 2699, Attachment #3.

Questions from Committee members:

- In response to a question, Laura Kelly stated that this bill would allow recreation departments to apply to S.R.S. to underwrite low income children's child care.
- One Committee member asked if there was a fiscal note on what this bill would do statewide?

Chair Sebelius explained that this bill does not have a fiscal note impact because those children, right now, are in child care somewhere. She added that it doesn't put additional children in child care, what it does is open up additional sites as a possibility for that child care. So, the fact that these children could not be in the Manhattan School, they are at the Y, or they are someplace else, but S.R.S. is already paying for the eligible

Unless specifically noted, the individual remarks recorded herein have not been transcribed verbatim. Individual remarks as reported herein have not been submitted to the individuals appearing before the committee for editing or corrections.

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON FEDERAL AND STATE AFFAIRS

room 526-S, Statehouse, at 1:30 ~~xxx~~/p.m. on Monday, February 3, 1992.

children's child care. The only issue is if the school doesn't meet the licensing requirements, is it appropriate to not have children there after school.

- One Committee member asked what do daycare centers require of the school buildings: sanitation, fire detection, or food care standards?
- A Committee member asked why don't we change the rules of the daycare centers so they are more in line with the school buildings?
- Another member asked if a daycare center is open in a school, could officials come in and inspect?
- Would a building such as a recreation center, which is a political entity, fall under this proposal?
- Since a child care license is granted by the State, and not a local unit, what does a local unit of government have to say about it?
- Concern was expressed about running a normal daycare center at a facility where people of all ages attend?
- One Committee member asked Laura Kelly if she would agree to an amendment which provides some approval and/or oversight of local units of government? One Committee member responded by pointing out recreation commissions are not autonomous bodies, they are either controlled by the city, the school board, or both. Laura Kelly agreed with this point, but added that her group is not opposed to regulations; the current regulations make it very difficult to provide an adequate amount of child care at a reasonable cost.
- Is this bill designed to keep from transporting children to another place for child care after school?

Kay Coles gave testimony, Attachment #4, in favor of HB 2699.

Mark Tallman appeared before the Committee in support of HB 2699, Attachment #5.

Questions from Committee members:

- Will the school board protect itself if another group operates a child care program in the school building? Will there be some type of liability insurance?
- Who will staff the after and before daycare programs, the teachers or the staff of the organization that contracts the daycare?
- What does KASB think about the concept of an outside provider employing school teachers?
- Does KASB anticipate, or has anyone talked about, the possibility of there not being adequate room in the schools to accomodate after-school activities?
- Currently, under Kansas law, does a school board have the ability to rent space out to another licensee? And what statute is that being done under?

HB 2699 - OPPONENTS

Jim Coder testified in opposition to HB 2699, Attachment #6.

Questions from Committee members for Mr. Coder:

- Are there schools in operation in Kansas which don't meet fire safety codes? Mr. Coder said that there a few.
- Is it your assumption that there aren't first and second graders, now, on the third floor of any building? Is that part of what you inspect to find out?
- Is it your testimony, if the school were to meet the fire requirements, that you would not have a problem with this legislation? Mr. Coder replied that another requirement, besides fire codes, is that schools aren't going to meet any licensing requirements for daycare centers. - In the last year, how many grade school children and younger were killed in fires in schools in Kansas? Mr. Coder replied none, that he was aware of.

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON FEDERAL AND STATE AFFAIRS

room 526-S, Statehouse, at 1:30 ~~am~~/p.m. on Monday, February 3, 19⁹²

- How many grade school children and younger in the last year were killed in fires at home in Kansas? Mr. Coder answered probably between 10 and 20, but he could get that information.
- What was the last fire in a school that killed a child? Mr. Coder did not know.
- Why do schools not have smoke detectors? Mr. Coder replied it is not required.
- How many homes does a fire marshall's office inspect to see if there are smoke detectors in the home, or if children are on the second floor?
- Where would the safest place be for a sixth grade child, or younger; alone at home or in the same school that they have been in all day?

Christine Ross appeared before the Committee in opposition to HB 2699, Attachment #7.

Questions for Ms. Ross from Committee members:

- Does the Department of Health and Environment have a different set of standards for school age latch-key programs as opposed to earlier child care programs?
- Are there schools that would not meet regulations for school age children?
- In Laura Kelly's testimony it was mentioned that running water was to be available in classrooms and floors needed carpet instead of tile floors. Do you know of any such regulations? Ms. Ross replied that she did not know of any regulations like this for school age programs.
- Does this mean there are no major differences in the requirements of KDHE and what is already in existence in the schools? Ms. Ross stated that this is what KDHE hasn't been able to determine. She added that she was not sure what requirements are a problem for people to meet.
- Why would KDHE have stricter requirements than what are already in the public schools? Ms. Ross stated that if there are regulations that are inappropriate or are unnecessary barriers, it was preferrable to involve the different groups to help identify and revise regulations as an alternative to the bill, as it is.
- Are some of these daycare programs for profit?
- Is for profit daycare a growing industry?
- How many full time KDHE employees inspect these programs? Ms. Ross answered that KDHE contracts with local county health departments to conduct inspections in their county.
- If all the grade schools were opened up for after-school care, would that cut down on how many inspections we would have to contract? Would we save some money in KDHE?
- Can this bill be interpreted as giving us three levels of licensing of buildings: one for buildings used by recreation commissiions, one for schools, and a third for profit or non-profits?
- KDHE would not have any control over the first two building types, but the last, profit or non-profits, would be regulated?
- Are the concerns different for the kids that will be taken care of in the regulated level versus those in the unregulated level?

Chair Sebelius asked Ms. Ross if she were able to return to Committee tomorrow at 1:30 p.m.? She also asked Ms. Ness and Ms. Norris if they could be here tomorrow? Chair Sebelius explained that it would be her intention to continue hearings on both bills tomorrow, but to ask Ms. Scally, who is the only conferee from out of town, to testify today. Chair Sebelius asked Ms. Ross to come back with some specific language which would narrow the bill, and help to conceptualize what the problem is.

Peggy Scally appeared before the Committee as an opponent to HB 2699, Attachment #8.

One Committee member asked is it your agency's concern that there are indeed school buildings which don't meet a variety of codes even though they operate as schools?

Chair Sebelius announced that hearings for HB 2699 and HB 2700 will continue tomorrow. She adjourned the meeting.

GUEST LIST

FEDERAL & STATE AFFAIRS COMMITTEE

DATE ~~Feb. 2~~ Feb. 3, 1992

(PLEASE PRINT)

NAME	ADDRESS	WHO YOU REPRESENT
Jim Coder	700 Jackson Suite 600	State Fire Marshal
Mary Rubin	16421 Saddletree Olathe	KU
Vicky S. Carson	2114 E Cedar Olathe, Ks.	K.U. (S.W.)
Shirley A. Konis	131 Greenwood, Topeka 66606	KAEYC
Kay Coles	Topeka	KNEA
Connie Hueschel	Topeka	St Bd of Ed
Rose Shively	Topeka	Washburn Univ. (S.W.)
Stirling Hoffer	Topeka	W.U. (S.W.)
Doug Bowman	Topeka	Children & Youth Advisory Comm
LAURA KELLY	TOPEKA	KRPA
Chris Ross	KDHE LSOD	KDHE
Jatrina Garland	KDH + E-LSOD	Adult + Child Care
Mark Callman	Topeka	KASB
Lana Vanderplas	Topeka	Intern
Jimi Morrison	Topeka	665 2400
Suzanna Frost	Topeka KS Assoc. of Comm. Action Dir.	
Sydney Hardman	Lawrence	KS Action for Children
Amy Byles	Topeka	NOW
Patricia Scully	Lawrence	Lawrence - Dy Co Health Dept
Melissa Ness	Topeka	Ko. Children's Service League

Kansas Department of Social and Rehabilitation Services
Legislative Testimony on House Bill 2699

House Federal and State Affairs Committee
February 3, 1992

Secretary Donna Whiteman

I appear as a proponent for House Bill 2699 which will encourage expansion of community child care capabilities.

The bill would allow the development and provision of child care services within a school facility for pupils enrolled in kindergarten or grades 1 through 6. It would further allow the use of community recreation centers established by a political or taxing subdivision of the state to be used for child care programs for children 16 years of age or younger.

In both of these above instances it would free political subdivisions or taxing authorities from further child care licensure restrictions than those common safeguards already imposed on these public facilities.

This recommendation of the Special Committee on Children's Initiatives hits at the heart of a common dilemma faced by many communities. Because of more stringent or different requirements established under licensure procedures for child care, common use public facilities such as schools which these same children use for any other event or purpose may be denied to those same children who might remain after school for a latch key child care program.

The bill is well thought out in that it would require that the staffing patterns deemed acceptable for age appropriate child care would still be observed and it will exclude preschool pupils who might otherwise be unfamiliar with these surroundings.

We believe that we need to examine the removal of such barriers if we expect community governing bodies and school boards to extend the use of these public facilities for child care purposes.

We would assert that the alternatives of transporting children to alternate sites or ignoring the problem and hoping these school age children are not relegated to potentially harmful "home alone" possibilities creates a great potential for harm. This bill would encourage facilities to address these undesirable alternatives.

We need to facilitate use of public facilities if we hope to encourage expansion of child care opportunities in the face of growing demands. We believe House Bill 2699 addresses one of the major drawbacks to use of these community facilities in a positive manner.

*House Federal and State Affairs
February 3, 1992
Attachment #1*

DEPARTMENT OF SOCIAL AND REHABILITATION SERVICES
Donna Whiteman, Secretary

House Federal and State Affairs Committee

February 3, 1992
Testimony in Regard to H.B. 2700

An ACT amending the Kansas code for care of children; relating to protective custody; amending K.S.A. 1991 Supp. 38-1542 and repealing the existing section.

Madam Chair and Members of the Committee, I am appearing today in support of H.B. 2700 which extends the maximum hours a child is to be held in protective custody from forty-eight (48) hours to seventy-two (72) hours.

The intent of H.B. 2700 is to permit SRS time to determine if children can return home or be placed with a relative. The extended time will allow the child to remain an additional day during which time SRS will be better able to make a determination regarding whether the child can return home or go to a relative placement without legal custody being given to SRS by a court.

The current statutory limit of forty-eight (48) hours has been in effect since 1983. It provides authority for law enforcement to take a child into custody without a court order, and place the child in a shelter facility or with a designated person. The facility or person is to discharge the child no later than forty-eight (48) hours following admission, excluding Saturday, Sundays and legal holidays, unless a court has entered an order pertaining to temporary custody.

In many cases, the forty-eight (48) hours is sufficient time in which to make such a determination. The Department makes every effort to meet the existing timeline consistent with the safety of the child because it is in the interest of children and families to avoid lengthy and unnecessary separation. In far too many cases however, the child comes into the custody of the Department for the sole reason that the forty-eight (48) hours was not enough time to make an alternative plan with a reasonable assurance of safety. This bill strikes a balance between the need for additional time to make alternative arrangements to custody and the need to avoid lengthy removal of children from their families.

Some positive fiscal impact is expected. This change will result in some children being diverted from the regular SRS foster care program. While experiencing an initial increase of expenditures for emergency care, there can be a decrease in the rate of growth in the foster care program. No fiscal impact is expected for law enforcement since SRS pays for the emergency care and, if required, the subsequent foster care.

*House Federal and State Affairs
February 3, 1992
Attachment #2*

Testimony
H.B. 2700

-2-

The passage of H.B. 2700 is being recommended because it will move the Department in the direction of the Family Agenda to enable children to remain in a family setting.

Donna L. Whiteman
Secretary
Department of Social and
Rehabilitation Services
(913) 296-3721

DLW:RJM

HFSA
2-3-92
#2-2

SRS Youth & Adult Services
 Statewide Sample: Last 50 Children in Custody - May 1991

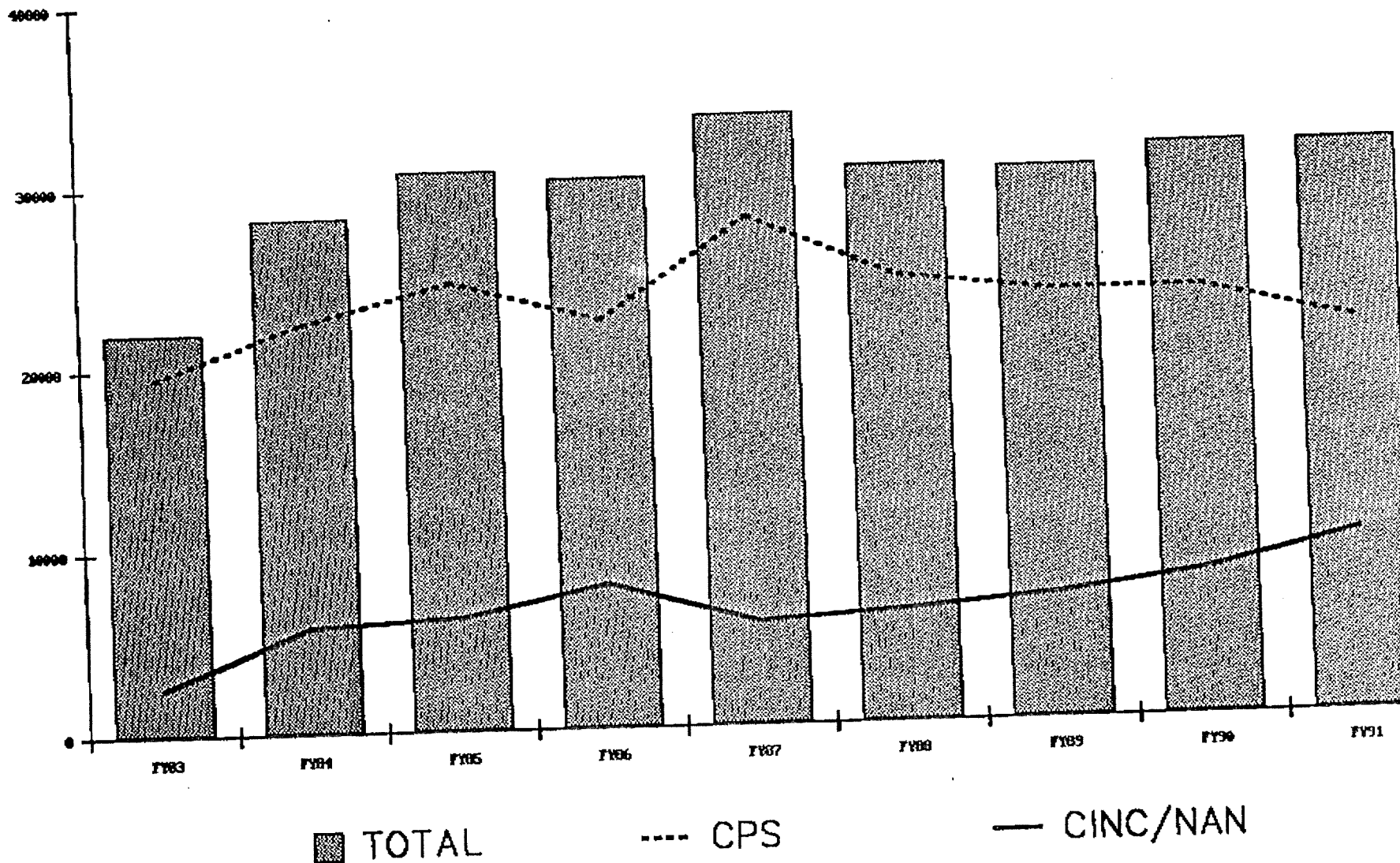
<u>Area Office</u>	<u>Abuse, Neglect or abandoned</u>	<u>Not Abuse, Neglect (truant, Mentally disturbed, JO)</u>	<u>Other (i.e., divorce, custody, commitment reason unclear)</u>
Chanute	25	25	0
Emporia	27	34	0
Garden City	18	19	13
Hays	18	32	4
Hutchinson	31	18	0
Kansas City	20	31	0
Lawrence	32	18	0
Manhattan	21	45	0
Olathe	12	13	0
Salina	20	30	0
Topeka	14	32	4
Wichita	23	27	0
<u>TOTAL</u>	261	324	21

<u>Area Office</u>	<u>Petition SRS Initiated</u>	<u>Petition Initiated by Others</u>
Chanute	23	27
Emporia	18	43
Garden City	9	41
Hays	17	37
Hutchinson	15	34
Kansas City	14	37
Lawrence	32	18
Manhattan	21	45
Olathe	12	13
Salina	29	21
Topeka	11	39
Wichita	31	19
<u>TOTAL</u>	232 (38%)	374 (62%)

HF3 SA
 2-3-92
 #2-3

HFSA
2-3-92
2-4

TOTAL CHILDREN ASSESSED BY TYPE OF REPORT





KANSAS RECREATION AND PARK ASSOCIATION

700 JACKSON, SUITE 705
TOPEKA, KANSAS 66603

(913) 235-6533
Laura J. Kelly, Executive Director

Testimony given before the

FEDERAL AND STATE AFFAIRS COMMITTEE
KANSAS HOUSE OF REPRESENTATIVES
February 3, 1992

Laura Kelly
Executive Director
Kansas Recreation and Park Association
(913) 235-6533

RE: HB 2699 Exempting school buildings and recreation centers
from the current licensing regulations

Position: PROPONENT

HB 2699 was drafted as a result of the comprehensive review last Summer and Fall of services available to the children in Kansas by the Special Committee on Children's Initiatives. The quality and quantity of available school age child care emerged as one of the areas of concern. Given that, nationally, 75% of school-age children's parents are in the work force, this fact is not surprising.

In response to this concern, the Kansas Recreation and Park Association asked that all local units of government be exempted from the current childcare licensing regulations for SCHOOL AGE CHILDCARE.

Current law requires all childcare facilities to meet licensing regulations established by the Department of Health and Environment to be eligible to receive SRS funding. While the KRPA strongly endorses the concept of regulations to govern day care for children, the current regulations contain provisions that eliminate the use of many otherwise obvious choices for school age childcare: school buildings and recreation centers. I will give you an example: In October of 1988, the Manhattan Park and Recreation Department trained 21 recreation leaders (most of them K-State students) to provide after school care for children at 5 school sites. Some of these buildings could not meet the regulations mandated by KDHE because they did not have running water available in the classrooms, floors were tiled instead of carpeted, and in one case, there was no fence around the playground. Of the 90 children who signed up, nearly half could not afford the \$3/day fee which included all activities and a snack. But since the school building could not be licensed, SRS funds could not be tapped. Five months later, the program folded with Manhattan Parks and Recreation \$5,000 in the red. Meanwhile, school principals and parents were pressing for before school care and an extension of the after school program into all Manhattan elementary schools.

*House Federal and State Affairs
February 3, 1992
Attachment #3*

Other park and recreation departments have responded to the restrictions imposed in other ways: some steer clear of any programs that remotely resemble childcare. Some open their facilities during after school hours allowing children to come and go as they please but do not charge fees or "enroll" participants in any specific programs. This open door policy, from a parent's perspective, might be better than nothing but it falls short of providing the sort of supervision and accountability most parents seek.

Research is beginning to document the ill effects of substantial amounts of unsupervised time on our school age children. In a September, 1989 issue of the Journal of Pediatrics, Dr Jean Richardson from the University of Southern California School of Medicine reported on a study involving nearly 5,000 eighth graders and over 2,000 parents. She found that eighth graders who took care of themselves for 11 or more hours each week were at twice the risk for substance abuse. In a Louis Harris poll conducted in 1987, 51% of American Public School teachers ranked "children being left on their own after school" as a significant factor affecting children's performance. This factor was cited more often than drugs, poverty, divorce or any other."

If school buildings and recreation centers, which must meet city or county or school district facility codes already, were exempt from current child care licensing regulations, park and recreation departments and private childcare providers (eg. YWCA), would be in a position to respond to the growing need for safe, stimulating and reasonably priced school age child care.

I asked that you support passage of HB 2699.

The Kansas Recreation and Park Association is a 600 member organization comprised of citizen board and commission members and recreation and park professionals providing services at the state, county and local level in community and clinical settings.

HF 35A
2-3-92
#3-2

FLORIDA RECREATION AND
PARK ASSOCIATION
Guidelines for Before/After
School Programs for
School Age Children

The following guidelines have been compiled through the assistance of the Florida Recreation and Park Association's Community Center Interest Section, and with the comments of many park, recreation and leisure services directors across the State of Florida.

The guidelines are minimum suggestions, which should be tailored to your specific program(s). The Association wishes to caution users of these guidelines to gain approval from your own legal advisors as to the impact of implementing these guidelines.

The Florida Recreation and Park Association is a non-profit, professional membership organization, which has no regulatory authority, and therefore can only make suggestions for your programs.

Please feel free to contact the Executive Office of the Florida Recreation and Park Association with any questions you may have.

Florida Recreation and Park Association
1406 Hays St., Suite 1
Tallahassee, FL 32301
(904) 878-3221

HF35A
2-3-92
3-4

FLORIDA RECREATION AND PARK ASSOCIATION
SUGGESTED GUIDELINES FOR
BEFORE/AFTER SCHOOL PROGRAMS FOR SCHOOL AGE CHILDREN

The following guidelines are suggested for use by all Florida City and County Recreation, Park and Leisure Service Departments. These guidelines were compiled by the Community Center Interest Section of the Florida Recreation and Park Association. FRPA's purpose in providing these guidelines is not to regulate departments, but to provide a suggested set of guidelines to be followed.

TERMS:

Before/After School Program Coordinator - Responsible for program(s) and need not remain on site at all times, but should check in daily for parent conferences and special events. On-site supervisor reports directly to this person. Coordinator should be a permanent employee of the city, county or state and, therefore, be guided by all policies and procedures set forth by their council, commission, etc.

Direct Supervision - Watching and directing children's activities within close proximity to all the children.

Drop-In Playground - Program where children are free to come and go at will, whether the program is structured or unstructured. This type site is not included, it could benefit from some portions herein.

Leader - Person in charge of a certain number of children in the Before/After School Program. Minimum age recommended is 18 years or older.

On-Site Supervisor - Person on-site in charge of a program and is not directly in charge of a group of children. Minimum age recommended is 21 years or older.

Program Site - Community Center and/or public school having access to inside and outside facilities.

School Age Children - Children attending kindergarten through eighth grade.

I. Personnel Requirements

- A. All staff 18 years or older should be required to go through the following checks:
1. Background Checks (local, state and federal) which are obtained through Florida Department of Law Enforcement.
 2. Driver's License Background - may be obtained through local sheriffs department, and should be conducted at least annually.
 3. Reference check (at least two personal references) and past employment check to include employment for past two years.
- *NOTE: Personnel already employed should be required to proceed through the abovementioned checks every five years.

Individuals who have been found, through background checks, to have drug/alcohol abuse arrests, as well as those with histories of child abuse, weapons violations, other violent crimes, and the like, should not be considered for employment.

- B. Staff under the age of eighteen may have a local background check, but realizing any arrest information on a juvenile would be confidential. The reference check and past employment check (if applicable) would be recommended.
- C. HRS Abuse Registry forms should be filed within sixty (60) days of employment of all staff.
- D. On-site supervisors should be fingerprinted and have a complete local, state and federal records check.
- E. On-site supervisor should have a minimum of two years paid experience working with children.
- F. All persons working in the Before/After School Program must be at least 18 years old to be in charge of a group of children.
- G. Persons under 18 years old (i.e., Junior Counselors) may be used to assist, but should not be left in charge of a group of children, or counted in the leader/child ratio.

II. Training Requirements

- A. All staff should possess current CPR and First Aid Certification. This certification should be obtained through an American Heart Association (while this is a two year certification, it is recommended that a refresher course be offered annually) or American Red Cross Certified Instructor. (If taught in-house, classes should be offered at the beginning of each semester.)

- B. On-going training sessions (minimum 1 hour per month for leaders, more for coordinators and at least 1/2 day training per semester for all staff) should include:
1. Safety, discipline, recognizing child abuse, etc.
 2. Arts/crafts and sports/games.
 3. Lesson planning.
 4. Child development, drug prevention and communications.
- C. Leaders transporting children should be required to take a Defensive Driving Class if a driving offense is revealed in a driver's license check.

III. Record Keeping Requirements

- A. Parents must complete an enrollment/registration form for each child participating in the program. The enrollment information should include, but is not limited to the following:
1. The child's full legal name, birth date, current address and preferred name(s).
 2. The name and address of the parent(s) or guardian(s).
 3. Telephone numbers or instructions as to how the parent(s) or guardian(s) may be reached during the hours the child is at the program.
 4. Names, addresses and telephone numbers of persons authorized by the parent(s) or guardian(s) to take the child from the program and persons to be contacted in case of illness, accident or emergency if for some reason the parent(s) or guardian(s) cannot be reached. The child must not be released to any person other than the persons authorized by the parent(s) or guardian(s) or persons listed on the enrollment form.
 5. The name, address and telephone number of a physician or health resource that can be called in case of emergency, and the parent(s) or guardian(s) written permission to consult that physician or health resource if the parent(s) or guardian(s) cannot be reached. This information may be needed by emergency medical personnel, to obtain a medical history on a child in the case of emergency.

All of the above information should be available at the site and a copy made available to the Leader any time the group leaves the site.

- B. All record keeping on staff should be done in accordance with city/county policies.

IV. Ratios

- A. 1 adult to a maximum of 20-25 registered kindergarten/first grade children.
- B. 1 adult to a maximum of 25-30 registered second through eighth grade children.
- C. Aides, Junior Counselors are recommended to assist kindergarten/first grade.
- D. Persons under the age of 18 may be used to assist, but should not be used in the staff/child ratio.

V. Leader Responsibility

- A. Never leave the children unattended.
- B. Direct supervision.
- C. Physical roll call prior to and following a trip, walk and the commencement/end of the program.
- D. Swimming (pool or open water) - Leader must continue direct supervision outside the water. Lifeguards must be on duty.
- E. Provide a variety of recreation experiences for each child.

VI. Procedures

Each site is unique and should be carefully monitored to set up specific guidelines and/or boundaries; i.e., ditches, highways, holes, etc. All policies and procedures should be written and given to parents.

- A. Attendance/Absentee Policy
 - 1. Attendance must be taken for all children at the beginning of the program. They must be signed out upon leaving.
 - 2. Programs should establish a procedure for accountability when a child fails to show for the program. It is recommended that parents be required to notify the program if their child will not be attending that day. (Without notification, police could be called.)

- B. Discipline
1. Programs must insure that age-appropriate, constructive disciplinary practices are used for children.
 - a. Children shall not be subjected to discipline which is severe, humiliating or frightening.
 - b. Discipline shall not be associated with food, rest or toileting.
 - c. Spanking or any other form of physical punishment is prohibited.
 2. A discipline procedure should be formulated.
Recommend:
 - a. time out type with child (graduated discipline beginning with the child)
 - b. verbally talking with parent
 - c. written notification to parent of problem
 - d. set suspension procedures
- C. Newsletter - A periodic or monthly newsletter of activities is recommended. This is an important link to parents.
- D. Lesson Plans - Each leader should be responsible for lesson plans set up for a one or two week period. Included in each day - a variety of games suitable to the appropriate age. Each week - arts and crafts activities, homework time, off-site trip/walk if permitted, snacks, music, special events, etc.
- E. Inspection of Site - A daily inspection of the site - recorded and followed through. Include a check for broken glass, unsafe equipment, etc. The checklist should be approved by the local Risk/Safety Office. Should check with school if appropriate, to remain informed of any situation which may impact your program.

VII. Physical Site Requirements

- A. During the hours that the program is in operation, no portion of the building or outdoor area shall be used for any purpose which endangers the health and well-being of the children.
- B. Indoor play space should be required. It should be sufficient for a flexible program of indoor/outdoor activities, specifically during inclement weather. (HRS suggests 20 square feet of usable floor space per child.)
- C. Cleaning supplies, flammables and other potentially poisonous or dangerous supplies shall be stored out of a child's reach and in such a manner as to insure the well-being of children.

- D. Outdoor/playground space should be required. This area should be inspected by official city/county Risk/Safety Officer(s) to insure safety. Measures should be taken to insure safety of all facilities. (HRS suggests 45 square feet of usable, safe and sanitary play space per child.)
- E. No firearms or other weapons shall be kept on the premises.
- F. Staff members should not smoke while working with children.
- G. There must be conveniently located toilets which are easily accessible to the children and in sufficient number. There must be compliance with the number and location of toilets as authorized by appropriate local rules and regulations.
- H. Running water, toilet paper, towels and soap shall be available.
- I. Each site should have readily accessible fire extinguishers.
- J. There shall be an accessible, working telephone or some form of communication; i.e., CB radio.
- K. Emergency telephone numbers, for example, ambulance, fire, police, poison control center, child abuse registry and county public health unit, must be posted on or near all telephones and used in the event of an emergency.
- L. Each site should have a basic first aid kit available, which contains soap, Band-aids, cotton balls or applicators, sterile gauze squares and rolls, adhesive tape, thermometer, tweezers and scissors.
- M. Each site will abide by local County Health and Fire Regulations for places of public accommodation (i.e., panic bars, emergency lighting, lighted exit signs, number of exits, handicapped accessibility, etc.)

VIII. Medical/Emergency Procedures

- A. In case of emergency, contact paramedics. Then notify the parent(s) or guardian(s) immediately of the nature of the emergency, what action has been taken, and what further action they desire to be taken. If the parent(s) or person(s)

designated to be called in case of an emergency cannot be reached, the program will contact those sources designated on the enrollment form of the child accepted for care.

- B. Prescription medication brought to the program by a child or parent, must be in the original container with the name of the physician, child and medication directions written on the label. It is suggested that only a daily dosage be brought with the child to prevent medication from being stored at the site. Written permission should be received from the parent to administer the medication. All medication must be kept in a secured location.

It is recommended that a written authorization form or statement signed by a parent or guardian shall accompany any type of medication stating the time and dosage, and the name of the medication to be given the child.

- C. It is suggested that a medical form be kept, which would include allergies to any kind of medication. This would be requested by emergency personnel, and unless the parent(s) had been contacted, this information would not be available. Many children cannot be given aspirin, or generic drugs because of allergies.
- D. Accident and/or incident forms should be kept available at all sites. These should be filed immediately with city/county following an injury.
- E. Procedures for taking down information following an accident or injury should be formulated. These should include obtaining at least the following information:
 - 1. Child's name
 - 2. Date of Accident/Injury
 - 3. Time of Accident/Injury
 - 4. Location of Accident/Injury
 - 5. Detail of Accident/Injury
 - 6. Detail of Occurrences Leading to Accident/Injury
 - 7. Supervisor in Charge When Accident/Injury Occurred
 - 8. Center/Program Supervisor Signature

PROGRAM GUIDE FOR
SCHOOL AGE CHILD CARE/
EXTENDED DAY PROGRAMS
IN THE PUBLIC SCHOOLS

Compiled by a Minnesota Community Education Association Task Force

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SECTION I. DEFINITIONS

Center.	Each location at which activities take place within a program.
Clean.	Free from dirt or other contaminants that can be detected by sight, smell, or touch.
Corporal punishment.	Corporal punishment is conduct involving hitting or spanking a person with or without an object or unreasonable physical force that causes bodily harm or substantial emotional harm.
Current first aid certification.	Means documentation of at least eight hours of training received from a certified instructor, public health nurse, Red Cross instructor, or a postsecondary teacher.
Disinfected.	Treated to reduce microorganism contamination after an object has been cleaned. Disinfection must be done by rinsing or wiping with a solution of one-fourth cup chlorine bleach plus water to equal one gallon or an equivalent product or process approved by the Board of Health or its designee as defined in Minnesota Statutes, section 145A.02.
Emotional abuse.	Emotional abuse is defined as the infliction of verbal or psychological abuse. Emotional abuse includes, but is not limited to, name calling, ostracism, shaming, derogatory remarks about the child or child's family and language which threatens, humiliates, or frightens the child.
Facility.	Facility means the indoor and outdoor space in which the child care program is conducted.
Medicine.	Medicine means a substance used to treat disease or injuries, maintain health, heal, or relieve pain. The term applies to prescription and nonprescription substances taken internally or applied externally.
Parent or guardian.	The person or persons with legal custody of the child.
School age child.	A person who is enrolled in kindergarten but is less than 13 years of age.
School age child care/ Extended day program.	A school age child care program provides care, organized activities, and nurture for school age children during those hours of the day in which the children are not in school.
Transition.	Movement of children within a program; may be arriving, departing, going outdoors, coming inside, etc. It is a component of the program.

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Unit of training.

One unit of training is the equivalent of 10 class hours of postsecondary or approved in-service training.

SECTION II. STAFF FUNCTIONS, QUALIFICATIONS AND INSERVICE TRAINING

A. Staff functions. Staff members of a school age child care program must perform the following functions. The positions are given job titles for the purpose of defining levels of responsibility; each school district may use titles consistent with its own personnel practices, provided the definitions of responsibility levels are maintained.

1. Program Coordinator is the administrator responsible for, and must be competent in:

- a. overall program implementation and evaluation;
- b. compliance with child care rules;
- c. long-range planning;
- d. fiscal management;
- e. personnel management;
- f. maintenance of program records;
- g. reporting to a governing board or school district administration; and
- h. coordinating parent involvement.

2. Program Supervisor is primarily responsible for, and must be competent in:

- a. planning program activities;
- b. designing the program environment;
- c. communicating with parents;
- d. directing the work of staff members; and
- e. supervising children.

3. Program Assistant is responsible for, and must be competent in:

- a. assisting the program supervisor in planning the program and environment; and
- b. independently supervising a group of children with the assistance of a program aide.

4. Program Aide works under the direction of a program supervisor or program assistant supervising children in carrying out program plans.

B. Staff qualifications.

1. Recruitment and hiring of staff members must be consistent with the school district's personnel policies.

2. All staff members must demonstrate through at least two references and through direct observation of performance during a probation period:

- a. an ability to relate well to children;
- b. dependability; and
- c. cooperation with other staff members.

3. Experience. At least one-half of related experience must be in paid or unpaid employment serving school age children.

4. In addition, staff members must meet the following qualifications for each specific position:

POSITION	MINIMUM AGE	TRAINING	EXPERIENCE
PROGRAM AIDE	16	Current first aid certification	none
PROGRAM ASSISTANT	18	THE ABOVE PLUS: 6 units of relevant training in areas such as: -child development -child guidance -human relations -communications -recreational programming	1040 hrs. c AA degree, certification & 500 hrs.
PROGRAM SUPERVISOR	21	ALL OF THE ABOVE PLUS: 6 additional units of relevant training in the above areas for a total of 12 units	2080 hrs. or BA/BS & 1040 hrs.
PROGRAM COORDINATOR	21	ALL OF THE ABOVE PLUS: 6 additional units of management training, or documented competency in the following areas: -staff development -program evaluation -personnel management -relevant statutes, rules and policies -fiscal management	2080 hrs. or BA/BS & 1040 hrs.

1 unit = 10 class hours.

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5. Meeting Staff Qualifications

A. Minimum entry level requirements.

1. All staff members must meet the minimum age requirements at the time they are hired.
2. All staff members must submit documentation of current first aid training within 90 days of beginning date of employment.
3. All program supervisors and program coordinators must have had at least 500 hours of relevant experience at the time of hire.
4. Before supervising children alone, even for a short time, new program supervisors, assistants, and aides must complete the program's orientation training. Orientation shall provide training in the program's philosophy and goals, personnel policies, procedures for illness and emergencies, reporting requirements in cases of suspected child abuse or neglect, and other program procedures.

RATIONALE FOR STAFF QUALIFICATIONS:

The single most significant determinant of quality in a school age child care program is the staff. The effectiveness of staff is largely influenced by the maturity, creativity, relevant training, and experience level of the people on the staff. The requirements insure that the staff will have rudimentary training in the areas of competence required for each position, will be of a minimum age to assume the responsibility required of the positions, and will have enough experience to be familiar with the requirements of the positions.

The reason no allowance is made for the minimal age and first aid training requirements is that the maturity level of the staff and their ability to handle and prevent accidents and emergencies is directly related to the basic SAFETY of the children in the program. The level of responsibility of the program coordinator and the program supervisor require that they be somewhat experienced in working with children in this age group and have some first-hand knowledge of programming for the age group.

B. Grace period for meeting staff qualifications requirements.

With the exception of the minimum entry level requirements above, if fully qualified staff are not available to fill all positions, the school district will have two years from the date of hire for staff members to complete the training and experience requirements other than the minimum entry level requirements above.

RATIONALE FOR GRACE PERIOD:

There may be programs in operation where some staff members do not meet all of the training and experience requirements. A two-year grace period is a reasonable time during which all staff should be able to complete the requirements through the program's inservice training plan. The allowance for programs to provide the training within two years from the date of hire is included so that programs will not be prevented from operating in areas where there may not be currently qualified staff. By requiring that the training be completed within two years, the district is responsible for attending to the training needs of staff.

C. Inservice training requirements. Inservice training will be aimed at developing and enhancing such competencies as guidance and discipline techniques, communication skills, team building skills, activity planning, environmental design, family studies, child development, child health and safety, child abuse and neglect prevention, recreational skills, etc.

1. Postsecondary coursework, seminars, conferences, workshops, and documented observation of other programs shall constitute inservice training. Staff meetings held for administrative purposes, program planning, or dealing with specific discipline problems do not qualify as in-service training.
2. Each staff member must annually complete a number of hours of inservice training equal to at least 2% of the hours for which the staff member is paid annually.
3. Fifty percent of the inservice hours must be received from a source other than the regular staff of the program in which the staff member is employed.
4. Documentation including date, place, topic, and presenter will be signed and approved by the program coordinator and the presenter and kept in the employee's personnel file.

SECTION III. STAFF DISTRIBUTION AND RATIOS, SUBSTITUTES AND VOLUNTEERS

A. Staff distribution.

1. The first staff member needed to meet the required staff to child ratio as stated below must be qualified as a program supervisor; the second staff member shall be qualified as a program aide; the third staff member shall be qualified as a program assistant; the fourth staff member shall be qualified as an aide; the fifth staff member shall be qualified as a program supervisor; this pattern must be repeated as enrollment increases.
2. A staff member who is at least program assistant qualified must be on site at all times children are in attendance.
3. A staff member with current first aid certification must be on site at all times, including field trips, when children are in attendance.

B. Ratios.

1. Only qualified staff persons working directly with the children shall be counted in the staff-to-child ratios.

2. The ratios of staff to children shall be:

Kindergarten	-	1:12
Grades 1-6	-	1:15
Mixed groups K-6	-	1:12

3. For kindergarten children a maximum group size shall be no more than 24.

RATIONALE FOR RECOMMENDED RATIOS:

The ratios recommended for school age child care programs are necessary due to the nature of activities involved and the developmental needs of children who are in a group setting for extended periods of time. The following list describes the characteristics of the typical program.

TYPICAL SCHOOL AGE CHILD CARE/EXTENDED DAY PRACTICE

- ACTIVITIES: a variety of diverse, optional activities: active and passive, loud and quiet, individual and group.
- SETTING: often in new settings (e.g., on field trips) and in the regular setting allowances are made for more freedom of movement from one area to another.
- CONFIGURATIONS: children are in a variety of fluid mixed-age groupings, usually based on children's choices of activities.
- PROGRAM OBJECTIVES: strong emphasis on individual choice of activities based on children's own interests.
- DEVELOPMENTAL NEEDS: staff need time to give individual children encouragement and support, and to provide an intimate, home-like atmosphere.
- PARENT INTERACTION: daily, informal interaction with parents.

C. Substitute staff.

1. Short-term substitute. For 10 consecutive working days or less than 10% of scheduled working days per year, existing staff may move up one position to fill in for each absent staff.
2. Long-term substitute. For more than 10 consecutive working days or more than 10% of scheduled working days per year, a person designated as a long-term substitute must meet the qualifications of the staff person being replaced.

- D. Volunteers. A volunteer may be included in the staff-to-child ratio if they meet the requirements for the assigned staff position as specified in staff qualifications.

SECTION IV. FACILITIES

- A. Buildings in current use as district owned facilities shall be considered appropriate for use by school age child care programs caring for children of the same age as those who use the facility during regular school hours.
- B. Programs conducted off school district grounds in public or private buildings (i.e. community centers, recreation centers, churches, abandoned school buildings, etc.) may not operate until:
1. It has been ascertained that such use conforms to local codes and ordinances, and until the premises have passed inspection by:
 - a. Fire marshall. The premises shall have been inspected by the fire marshall holding local jurisdiction and any changes required by the fire marshall have been completed before children may occupy the premises. A floor plan of the area used by the program must be on file with the local fire department.
 - b. Building Official. Local building authorities having jurisdiction over the premises shall be satisfied with building code compliance and documentation kept on file. Any required changes shall be made before the program may occupy the space.
 2. Enforcement. The district superintendent of schools is responsible for seeing that the above inspections are carried out and that any needed modifications to program facilities are made. Documents verifying these inspections and any changes or reconstruction carried out pursuant to official's requirements shall be available for inspection by any citizen in the superintendent's office. If any person has reasonable cause to believe that a potential hazard exists, he or she may request that the superintendent order a reinspection.
- C. Indoor space. Programs shall provide a minimum of 35 square feet of usable space per child. Indoor active play space must be available to children daily.
1. Primary space is space used exclusively by the school age child care program during hours the center is in operation. Such space may be used by others at other hours of the day. Indoor active play space must be available to children daily.
 2. Auxiliary space is space that may be used cooperatively with other groups during hours the school age child care program is in operation, e.g. gymnasium, lunch room, media center, playground, etc. Auxiliary space may not be counted for more than one-fourth of the total space requirement.

D. Outdoor space.

1. Unless the program operates for less than three hours per day, the facility must have an outdoor activity space of at least 75 square feet per child. The area must be equipped with adequate large muscle playground equipment for the group size.
2. Hazards. If there are hazards such as highways, railroad tracks, body of water, or old wells nearby, the outdoor play area must be safe and well supervised and may require extra precautionary measures.

E. Storage, Toilet, Water, Phone.

1. Storage space. Space for storage of equipment and childrens' personal belongings must be available.
2. There should be access to an appropriate number of toilets, sinks, and drinking water.
3. A telephone which does not require coins to operate must be within or immediately accessible to the program's primary space and accessible to staff at all times. Program staff must be available to parents by phone during hours of program operation. Phone numbers for emergency services as may be locally appropriate must be posted near the telephone.

SECTION V. PROGRAM AND CURRICULUM

A. Goals. The program must have written goals which provide a balance to the academic emphasis of the regular school day. School age child care programs should pay primary attention to the development of social, emotional, physical, cognitive, and recreational skills. Curriculum for school age children must be based on the following developmental goals:

1. Personal discipline. Acquiring capacity for industry, production, and completion of tasks. Developing responsibility for one's own actions, setting limits, respecting rights and property of others, forming friendships, and using community resources responsibly.
2. Social development and psychological health. Forming friendships, mastering a variety of human interactions such as comparing self with peers and being an interactor in social situations, not just an observer.
3. Physical skills. Developing a sense of confidence in dealing with the physical environment through games, hobbies and exercise; learning to be content with personal abilities through competition.
4. Health and safety skills. Developing a wide variety of independent living skills such as self-protection and safety, nutrition, and respect for developing a healthy lifestyle.

B. Program content. Curriculum and environment offered the school age child must meet the widest possible range of personal interests and developmental levels. Personal choice and self-initiated learning experiences are to be encouraged and supported in all curriculum planning. The program should offer, but not necessarily be limited to, the following list of recommended activities and projects:

1. Creative construction
2. Group and individual reading of literature
3. Building and miniature imaginative play
4. Fine arts
5. Individual hideaway
6. Puzzle and table games
7. Science, math and exploration
8. Dramatic play
9. Health, safety, and care of self
10. Active outdoor and indoor activities
11. Clubs, scouting, group sports, lessons, special activities
12. Field trips

A school age child care/extended day program must provide for cooperation with the K-12 system and other public and nonprofit entities in the planning of activities.

Activities and program materials should project heterogeneous racial, gender, and cultural attributes.

RATIONALE FOR PROGRAM:

School age children spend a large part of their day in a structured academic setting. The program needs to offer a variety of self-directed learning activities that allow children to develop a sense of competence in controlling their environment and leisure time.

In order to meet the wide variety of developmental levels that exist in these programs, a wide variety of choices needs to be made available.

- C. Plan. The program must have a written curriculum plan for the year which reflects recommended goals and objectives for the program. Written daily, weekly, and monthly schedules of activities for the various components of the program (before and after school, kindergarten, vacation day) must be posted and available to parents.
- D. Rest.
 - 1. Kindergarteners must have a daily rest time of at least 30 minutes on a comfortable cot or mat.
 - 2. Programs must develop a policy for a quiet time that is consistent with the developmental level of older children enrolled in the program on full days.
- E. Outdoor activities. Daily outdoor activities should be a part of each child's schedule. If the outdoor play area is not immediately adjacent to the program facility, children must be supervised in transition to the outdoor area.
- F. Program curriculum examples are in Addendum, pages 20-22.

SECTION VI. HEALTH AND SAFETY

- A. Policies. The program shall have written health and safety policies covering care and/or exclusion of sick children, procedures in illness and emergency, control of infectious diseases and reporting procedures for cases of suspected child abuse or neglect. These policies must be given in written form to staff and parents and must be available to members of the public.
- B. Environmental cleanliness and safety. A safe environment free of hazards must be maintained.
1. Items such as sharp objects, medicines, plastic bags, cleaning supplies, poisonous plants and chemicals shall be stored out of reach of children.
 2. Tables, chairs and other furniture shall be appropriate to the age and size of the children who use them.
 3. Equipment and furniture must be without sharp corners, splinters, or paint containing lead more than one-half percent by weight of the total solids in the paint.
 4. Areas used by children must be free from debris, loose or peeling paint or wallpaper, crumbling plaster, holes in walls, floors, or ceilings, or litter. Rugs must have nonskid backing or be firmly attached to the floor and be free from wrinkles, tears, or edges that interfere with walking.
 5. The program facility must be cleaned daily, including disinfection of toilets and table tops.
 6. A minimum temperature of 68° Fahrenheit must be maintained in indoor space used by children.
 7. Each program shall be designated a non-smoking area under Minnesota Statutes, section 114.415 to 114.417 and part 4620.0400.

C. Health Statement.

Upon initial admission of each child, the parent must provide a (current) health statement or a photocopy of one signed by the child's physician. The program may require that a child have a new physical examination at any time. The health statement must be kept on site accessible to authorized personnel at any time.

D. Sick Children.

The program shall follow existing local school district policies in regard to the definition of excludable illness, care of sick children, and notification to parents.

E. Medication.

1. Medication will be administered in accordance with district policy and only with written permission of a parent.
2. All medicine must be kept in its original container and have a legible label containing the child's name and written instructions for use from a licensed physician. All medicines must be kept in a place inaccessible to children.
3. Parents should give the first dose of any medication so that they may personally observe the child's reaction.

F. First Aid.

A standard Red Cross first aid kit and directions for its use must be available within the center and taken on all activities outside the center.

G. Emergency Procedures.

All programs must have written policies and procedures for action in case of fire, civil defense, severe weather, missing children and other emergencies. All staff must have training and annual review of that training for behavior in an emergency. Programs must conduct emergency practice with children according to school district policy.

RATIONALE FOR HEALTH AND SAFETY POLICIES:

This section is necessary and reasonable because it ensures the safety of children. Most of the program hours occur when other school building personnel are gone and when there is no access to a school office or to health records. This section is also reasonable in that several of the children could be bussed to the program from other school locations, meaning their health records would not necessarily be at the particular program location.

It is also necessary and reasonable that the program have written emergency procedures, because many activities occur off school grounds, and because substitute and volunteer staff need to have access to such procedures at all times.

SECTION VII. NUTRITION

A. The program will provide or ensure the availability of adequate and nutritious meals and snacks appropriate to the ages and needs of the children.

1. Menus. Menus must follow the requirements of the school district and they must comply with the nutritional requirements of the United States Department of Agriculture, Food and Nutrition Service (Code of Federal Regulations, Title 7, part 210, 220 and 226). School district food service personnel must review the program's menus and food preparation practices at least annually. Menus must be planned on a monthly basis and posted in a conspicuous place where they can be reviewed by parents.
2. Food preparation and sanitation. Procedures for preparing, handling, and serving food, and washing food, utensils; and equipment must comply with the school district's food service policies. Both staff and children must wash hands before and after food service. All program personnel involved during food preparation or service must be trained in sanitary procedures. ✓
3. Meals and snacks. Programs may make breakfast available. Programs must make lunch available. Programs must provide an afternoon snack. Staff members must be seated with children during meal times. ✓
4. Special dietary needs. The program must provide for a child's special dietary needs as prescribed by the child's source of medical care or require the parent to provide the prescribed diet items that are not part of the program's menu plan.
5. Food allergies. A list of the allergies suffered by children in attendance in the program must be in possession of food service personnel, and all program personnel must be informed of these allergies.
6. Water supply. Safe drinking water will be available throughout hours of program operation through a drinking fountain or single service cups. A center that uses water from a source other than a municipal water supply or an approved commercial supplier must have its water source tested annually by a Minnesota Department of Health certified laboratory for coliform bacteria and/or nitrate nitrogen levels. Any results indicating unsafe coliform bacteria and/or nitrate nitrogen levels must be sent to the public health officer with jurisdiction who may require re-testing and corrective measures.

SECTION VIII. ORGANIZATION AND ADMINISTRATION

- A. Written Policies. The designated program administrator is responsible for developing written policies which are consistent with the policies of the school district.

RATIONALE FOR WRITTEN POLICIES:

Established policies and procedures facilitate consistency and promote understanding. Having the policies available in written form allow school district administrators and boards of education to evaluate whether those policies are consistent with district-wide policies. Having policies available to parents lets them know what they can expect of the program and what the program expects of them. Having policies for staff helps insure consistency in handling emergencies, illness and other critical situations.

1. General program policies must include:

- a. program philosophy and goals
- b. ages of children served
- c. hours and days of operation
- d. admission requirements and registration procedures
- e. fees and policies for payment
- ~~f.~~ enrollment of special needs children and plan of consultation with special education staff to make any needed program modifications
- ~~g.~~ plan of supervision
- h. guidance and discipline, including policy for excluding children
- i. plan for staff-parent communication, including procedures for parent complaints
- j. meals and snacks provided
- k. policies for handling or excluding sick children and reporting communicable diseases
- l. policy for administration of medications
- m. emergency procedures
- ~~n.~~ injury prevention and risk management
- o. policy for recording and reporting accidents
- p. child protection procedures including release of children to authorized individuals and reporting of child abuse
- ~~q.~~ policy regarding staff contact with children enrolled in the program outside working hours
- ~~r.~~ handling missing persons
- s. transportation arrangements
- t. field trips and permission procedures
- ~~u.~~ data privacy provisions
- ~~v.~~ procedures for parental input regarding program design and direction for consideration by program administrators
- ~~w.~~ procedures for using volunteers

Policy statements must be given to all parents and staff and must be available to other persons upon request.

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2. Personnel policies. The program must have written policies covering:

- a. equal opportunity employment
- b. job descriptions, staff qualifications, benefits, probation, grievance procedures, performance evaluation, resignation and termination
- c. staff orientation and in-service training
- d. substitute staffing
- e. use of volunteers

3. Record keeping. All records must be kept in accordance with the data privacy provisions of Minnesota Statutes, Section 13.32, subdivisions 2 and 3.

a. Staff records must include:

- 1) identification
- 2) terms of employment
- 3) physical health report
- 4) documentation of education and experience
- 5) records of in-service training
- 6) performance evaluation
- 7) daily attendance records

b. Records on children must include:

- 1) registration information
- 2) name(s), addresses, and phone number(s) of parent(s) or those legally responsible for the child
- 3) three persons who can be contacted in case of illness or emergency
- 4) list of persons authorized to pick up child from center and list of persons not authorized to do so
- 5) phone numbers of child's health care providers
- 6) signed parental permission slips for field trips and for administration of medications
- 7) information on special medical or health needs, allergies, etc.
- 8) documentation of parent conferences, observation of behavior, accident reports, records of any medication administered
- 9) daily attendance records

RATIONALE FOR RECORD-KEEPING REQUIREMENTS:

The staff needs to have easy access at all times to emergency information and authorization for medical treatment. Certain records (e.g., attendance, medical records) need to be available for compliance with requirements of programs which provide parents public subsidy for child care. Accident reports need to be kept on file and logged so the program can identify problem areas that may need attention in order to prevent future accidents. Accident reports also need to be kept in case of possible litigation against the program. The documentation of parent conferences, student development, and behavior problems is important in helping staff understand and deal with the children. This documentation is critical in the case of severe behavior problems when a family needs to be referred for professional help or when it becomes necessary to terminate a child's enrollment in the program.

4. Supervision. The program shall have supervision policies and procedures and ensure that those policies are available in writing to parents, staff, and interested persons. Guidelines for supervision of children by age group are as follows:
 - a. Kindergarten. Children in this age group must be under direct supervision. Independence should be encouraged by allowing children to do things for themselves but in the presence of adult staff.
 - b. Primary children. (6-9 years old) While these children should generally be under direct supervision, they may be beyond the vision or hearing of the staff for short periods of time. The staff must have a clearly-understood system for knowing the whereabouts of the children at all times, and definite rules must be communicated to the children, e.g., for moving about the building, going to the bathroom, areas off limits, etc.
 - c. Intermediate children. (9-12 years old) In this age group most children do not need constant direct supervision, but there must be a clear system for the children to let the staff know where they are at all times and the nature of their activities.

RATIONALE FOR SUPERVISION:

Such guidelines are necessary to safeguard the children against undue risk and physical harm, recognize the wide range of developmental levels between the youngest (age 5) and oldest (age 12) children served in a school age child care program, and encourage an appropriate level of independence and responsibility in the children at all age levels.

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5. Guidance. The program shall have child guidance and discipline policies and procedures and ensure that those policies are available in written form to parents, staff, school district administrators, and other interested persons. Persistent behavior problems should be documented and parents and professional counselors, if appropriate, should be involved in solving the problem. Corporal punishment and emotional abuse of a child are strictly prohibited. Chapter 114, 1989 Minnesota Session Laws states that; "An employee or agent of a public school district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct."

RATIONALE FOR GUIDANCE:

Many negative behaviors and "discipline problems" can be prevented by providing a positive social climate, an emotionally secure atmosphere, an appropriate routine, and a challenging environment. Children who are bored, who are under the pressure of unrealistic expectations, or are insecure are much more likely to exhibit anti-social or even self-destructive behaviors, than are children who are busy, involved in activities that they enjoy, are aware of what's expected, and have a secure, dependable routine under the supervision of consistent adults.

SECTION IX. ADDENDUM: PROGRAM CURRICULUM EXAMPLES

The following list of activity or interest centers encourages and supports self-initiated learning experiences for school age children. The amount of equipment must be suitable to ages and skill levels of the children as well as total numbers of children enrolled in a program.

<u>Activity/Interest Center</u>	<u>Rationale</u>	<u>Examples</u>
Active Indoor	Children need to have a variety of activities that allow them to move around and "let off steam." If a gym is not available, other space must be provided for moderately active games. Children need opportunities to build skills in interaction with peers and adults, group dynamics, coordination, score-keeping and physical fitness.	Low organized games, dodgeball, leapfrog, 4-square, red rover, etc., contests, section off areas for individual activities. Resources: athletes, specialists, rope jumper. Clubs: tumbling, bowling, fooseball, etc.
Active Outdoor	Children need to have the opportunity to learn to enjoy a variety of leisure time activities out-of-doors. Because of the variety of resources available to different sites, each individual program needs to capitalize on its own individual resources to introduce resources to introduce children to the most accessible activities.	A variety of durable equipment must be available for kids to explore: balls, seeds, frisbees, skates, jump ropes, etc. Community parks, swimming pools, skating rinks, hiking trails, ball fields, and tennis courts may be other resources.
Building and Miniature Material for Imaginative Play	Children need opportunities to build and manipulate a variety of materials to create miniature environments for imaginative play. Space must be provided for uninterrupted construction that can be left for a period of time or from day-to-day.	Building with legos, wooden unit blocks, tinker toys, and a wide variety of props or accessories to make-believe.

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Clubs, Organizations, and
Other Resources

To further the growth of independence and responsibility in school age children, children should be encouraged to participate in supervised activities offered by other youth serving agencies. Children should be supervised in making a transition between one program and another.

Boy and Girl Scouts, 4-H, religious groups, chess club, team sports, intramural sports, music lessons, park and recreation activities, i.e., cheerleading, magic classes, bowling, drawing, sports, dance, theater groups, etc.

Creative Construction

Children need opportunities for nondirected, creative activities that fulfill a sense of industry to be able to make something that can be taken home or used.

Make it, take it construction out of recyclable materials like cardboard tubes, cloth, paper, tape, wire, etc. Woodworking, needle crafts, paper crafts and cooking projects.

Dramatic Play, Role Playing

A variety of props set the stage and allow children to "try on" a variety of occupations, roles and experiences of the real world. Seven and eight-year-olds are at the peak of interest in dramatic play, make-believe and adventure.

Props can be made available on a routine basis or as a special event, i.e., set up a bakery after a field trip to the bakery or school kitchen. Props can identify such areas as: office, fix-it shop, travel bureau, dentist, shoe shop, hat shop, home, hospital, plumber, flower shop, etc.

Field Trips

School age children have a particular interest in exploring the world around them and local field trips are an effective way of capitalizing upon this interest. Especially on non-school days, children should have the opportunity to go out into the broader community.

Nature centers, parks, zoos, local businesses, theaters, swimming, roller rinks, community centers, humane societies, libraries, science and art museums, historical sites, cultural events, health facilities, are some examples.

Fine Arts

Children need a variety of opportunities to observe and experience the performing arts.

Drama, puppetry, dance, music, graphic arts, easel arts, sculpting, etc.

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Health, Safety and Taking
Care of One's Self

School age children need to learn independent living skills. They may be frequently home alone without adult supervision or adult resources.

Basic first aid, fire prevention, safe bike operation, how to care for bikes, how to use telephone effectively, babysitting, nutrition, personal hygiene, caring for one's self.

Individual Hideaway

Because children have been with a group for a major portion of their day, provision for privacy through arranging small, quiet areas that are inviting to children is essential. Children often seek time to be alone to rest, reflect, read, do homework.

Loft, quiet pillow corner, large boxes to create quiet space, study carrels, dividers, etc.

Literature

A space which is comfortable and inviting to explore a variety of written material can enhance children's interest and enjoyment of reading as a leisure activity.

Individual browsings, stories read by older children, taping stories, trip to libraries, flannel board stories, writing centers, listening to records, etc.

Puzzles

A variety of puzzles can be auto-educative tools for trial and error construction.

Variety of puzzles, problem solving situations.

Table Games

A variety of board and cognitive games help develop skills in problem solving, strategy setting, peer cooperation and competition, as well as direction following.

Table games, chess, checkers, board games, tournaments.

Science, Math, Social
Studies and Exploration

Centers should be set up where children can experiment, investigate and explore on a nonthreatening, creative, problem solving basis.

Experiments, math and science games, small motors to take apart and investigate, plants, animals, computer and other electronics.

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some language may help !!



MN SACCA

Minnesota School-Age Child Care Alliance

MINNESOTA FAMILIES DEPEND ON HIGH-QUALITY EXTENDED DAY PROGRAMS FOR ELEMENTARY CHILDREN

More than ever before, Minnesota families are relying on high-quality early childhood programs that allow parents to be employed or participate in educational or job training programs while providing appropriate learning experiences for their children. Currently, 75 percent of parents of elementary-age children are in the labor force, with an estimated four out of every five by 1995. Minnesota has one of the highest percents of working parent populations in the nation.

MINNESOTA'S FUTURE DEPENDS ON HIGH-QUALITY CARE FOR ELEMENTARY CHILDREN

High quality extended day programs help children become well-adjusted, successful and effectively functioning members of society. Children's learning is not restricted to the classroom; they are learning all day long as well as on school vacations. Children need quality environments to practice the skills they are learning in order to be competent socially, emotionally, as well as to have opportunities for good health. They need to be able to practice their skills in social, emotional, physical and cognitive development. They need time and opportunity to master a variety of human interactions like developing responsibility for their own actions, setting limits, respecting of other rights, forming friendships, being successful, acquiring a sense of industry--to mention a few. Children need to be with staff who care about them.

MINNESOTA'S BUSINESSES DEPEND ON HIGH-QUALITY EXTENDED DAY PROGRAMS

Early childhood programs like this provide dual support to business and industry. Not only are the experiences of children important to preparing a future generation of workers, these programs support business productivity and reduced absenteeism of parents whose children attend programs. The "3 o'clock syndrome", when parents spend more time wondering whether their "latch key" child returned home from school and is involved in appropriate after-school activity, is well documented in the business world. The problems are magnified for school release and vacation days. Children are out of school approximately four months during winter, spring and summer vacations.

NATIONAL ASSOCIATION of COUNTIES

440 First St. NW, Washington, DC 20001
202/393-6226

June 7, 1991

Mr. Gary L. Haller
Johnson County
Park & Recreation District
6501 Antioch Road
Shawnee Mission, KS 66202

Dear Mr. Haller:

We are pleased to inform you that your application has been selected to receive a 1991 NACo Achievement Award for the following entry:

Fee-Supported Child Care Services

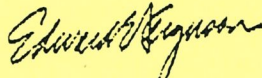
We found that your program successfully addressed a significant concern in your county and we are pleased to commend you for your efforts.

So that other county governments may benefit from your experience, we will keep your program description on file and use it as a resource for any inquiries we receive. During the next year you may be contacted by other counties interested in implementing a program similar to yours.

I hope you will join us at our Annual Conference in Salt Lake County, Utah, July 13-16, to receive your Achievement Award certificate. The conference will also provide you with an opportunity to discuss critical issues facing county government with other local officials from around the country. I have enclosed a registration form for your convenience.

Again, we congratulate you and thank you for participating in the 1991 NACo Achievement Award program. We look forward to hearing about other projects you may develop in the future.

Sincerely,



Edward E. Ferguson
Acting Executive Director

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1991 NACo ACHIEVEMENT AWARD PROGRAM SUMMARY

EXECUTIVE SUMMARY (Provide a summary of the program that does not exceed 200 words. Briefly describe the problem that was addressed, how it was addressed, the costs involved, and the results.)

NOTE: This section must conform with the following format: •200 words or less •75 characters or less per line
•straight text: no bolded, underlined or italicized text

During the past decade in Johnson County, Kansas, over 50 percent of families, with children under 12 years of age, consisted of two working parents or a single working parent. As children of the baby boom generation steadily reached child care age, the demand for child care services far exceeded availability of programs, particularly services for the school-aged child. The term "latchkey" has been coined to refer to the alarming number of children who return to unsupervised homes for an average of three hours each school-day.

The Johnson County Park and Recreation District, as an agency devoted to meeting the recreational needs of families, in cooperation with the County's major school district, extended its existing services to include the comprehensive child care field. Since the mid-1980s, the District's child care services have expanded rapidly to now include comprehensive after-school programs in addition to a wider spectrum of full-day summer camp offerings.

In addition, the Park and Recreation District's child care services continue to be offered on a fee-supported basis - start up costs and all continuing expenses are funded through user fees. The programs consistently operate at or near capacity and requests for additional sites for all programs are regularly reviewed.

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An Emerging Trend in Recreation Programs: School-Age Child Care

by

Cynthia M. Robinson

Administrative Assistant III, Recreation Division, SCPRT

Traditional solutions are not always available to counter the complex and rapidly changing problems that face our youth today. Park and recreation professionals have an exciting opportunity to go beyond the expected, the conventional, to assume responsibility for addressing some of today's pressing community needs and to make an unquestionable difference in the lives of young children. Ironically, assuming this mantle of responsibility will require reclaiming our heritage by focusing on our human service role. It will require a shift in our thinking about our purpose and obligation as recreators.

An article in a publication of *Future Focus* called *Leisure Watch*, written by Jack Foley and Herb Pink, addressed the idea this way:

"Doing the right thing means moving from a traditional delivery system where recreation is segmented into product (softball, soccer, arts, etc.) to a human service oriented philosophy where recreation responds to community empowerment and social issues..."

It may require redefining not so much what we do, but how and why we do it.

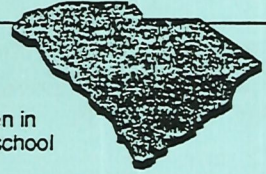
Children's Programs Are Nothing New—Are They?

One excellent example of a meaningful approach to a standard audience is the afterschool program, which has proven to be a very beneficial response to a specific community need, the "latchkey" problem. The growing need for supervised, quality enrichment programs for kids aged five to thirteen to replace the oftentimes lonely, isolated and potentially threatening unsupervised afterschool hours is widely acknowledged. For children, the time spent out of school has always been an important part of their development. Elementary and middle school children, commonly referred to as school-age children, thrive in the atmosphere of fun and learning that characterize quality recreation programs. And while there are the kids for which we've programmed so successfully for years, our challenge now is to plan programs which respond to some of their unique problems and pressures.

According to a recent article in *The State Newspaper*, there are approximately 420,000 children who have working parents in South Carolina, compared to less than 100,000 total child care (mainly pre-school) spaces available. It is estimated that over 250,000 children go home alone after school, most under ten years old.

"Less than seven percent of all U.S. households fits the 'traditional' model of working father, housewife

Latchkey children in South Carolina



There are approximately 260,000 children in the state who fend for themselves after school each day.*

Students	
Total number kindergarten-12th grade:	665,100
Total number kindergarten-5th grade:	327,723
Parents	
Couples, both parents working:	162,000
Single working parents:	51,000



State officials estimate that working parents have 2.2 children in school for a total of about 440,000 students and assume that 60% of them are unattended, meaning about 260,000 of them are latchkey children.

*Note: Statistics are based on 1988 data

Sources: State Department of Education, State Division of Research and Statistical Data, Department of Social Services, and National Commission on Children

State Graphics

mother." Afterschool programs, or school-age child care (SACC) programs, meet the needs of working parents for affordable, safe, structured, stimulating environments for their children. One parent of a child enrolled in the afterschool program at the Lexington County Recreation and Aging Commission voiced the need this way:

"As children grow they need independence, self confidence, guidance, discipline and a feeling of respect. The Leisure Center gives them all this and more... The counselors take a personal interest in each and every child... (and) most importantly, the Lexington Leisure Center offers us an 'open door' policy... allows parents the opportunity to offer suggestions... to discuss concerns about (our) children, and to feel as if (our) concerns are as important (to them) as our children."

Recreation programs that benefit parents are also extremely self-serving in that they create an informed and supportive public advocacy willing to champion the cause of recreation when the need arises.

Quality school-age child care can not only help address the needs of children and their working parents, research suggest that these programs may also reduce the growing burden the latchkey problem has placed on the community:

"A study published in the October 1989 issue of *Pediatrics* magazine found that school-age children who spend 11 hours or more a week at home without an adult are twice as likely to use alcohol, tobacco and marijuana as children who have constant



supervision." - The State Newspaper, May, 21, 1990

"Educators say the lack of supervision is resulting in discipline problems, physical and psychological injury and steadily deteriorating test scores..." - The State Newspaper, May 21, 1990

"A Louis Harris poll of American public school teachers conducted in the fall of 1987 found that 51% ranked 'children being left on their own after school' as a significant factor affecting children's performance in school. This factor was cited more often than drugs, poverty, divorce, or any other." - ERIC Digest, 1988

"Community service workers and state officials say the time alone is a major contributor to the state's high teenage pregnancy rate, crimes by minors and sometimes even death." - The State, May 21, 1990

Where extended periods of unsupervised time can be limited, studies suggest that some of these problems can be reduced. Latchkey or self-care appears at best to be inadvisable for school-age children as a whole. Other options parents often use include programs offered by day care centers with afterschool pickup, day care homes, churches, the YMCA/YWCA, and business-based programs offered to employee's children as an employee benefit. The main distinction that sets one child care situation apart from the other is one of "quality."



A Matter of Quality: Meeting a Child's Developmental Needs...

Look up the word "child" and you get the following definition: "1. A person between birth and puberty. 2. a. An unborn infant; fetus. b. An infant; baby." Just as the definition is broad and diverse, so are the needs associated with the different stages of the growth of a child.

School-age child care programs that don't answer the needs of the diverse interests of that age group are doomed to failure. Knowing your target audience is crucial to providing a quality program they'll respond to. The recreation programmer's task is to adapt their rich store of program ideas to meet those needs. Central to those needs is "play." "Play (for a child) is the most serious thing in life. Play builds the child. It is part of nature's law of growth." (Joseph Lee, Recreation and

Park Hall of Fame)

"Children at these ages are concerned with hands-on experiences, completing tasks, creating products, developing physical and intellectual competencies, demonstrating responsibility, and experiencing success and mastery. During these years, children are social, seeking friendship with peers and adults outside their family." (School-Age Child Care Technical Assistance Paper No. 1, May 1986, NY Council on Children and Families)

The following descriptions of the developmental needs of the school-age child are excerpted from the School-Age Child Care Technical Assistance Paper No. 10. (You may call the NY Council on Children and Families at (518) 474-6293 to request a copy.)

For the five to six year old, the transition years, focus on providing sensitive and caring supervision that allows self-directed play. "Continuity of relationships with nurturing adults, an atmosphere that is calm and accepting, a choice of simple, interesting activities in small groups, nutritious snacks, and opportunities for self-directed play alone or with friends are essential components" for this group.

For the six to nine year old, the middle years, "a relaxed atmosphere, a rich play environment in which children structure their own activities, small groups, and a nurturing staff, are key components."

For the nine to twelve year olds, the preadolescent years, "dealing with the emotional, and social changes brought about by dramatic physical growth should be a major consideration in planning programs for pre-teens. A major program emphasis should include group discussions... It is important that this group have ample opportunities for discussion, reflection, reading, talking with a friend, must be balanced with opportunities to explore a hobby, sport, or a special interest."

The twelve to fourteen year olds, the early teens, are "experiencing rapid physical changes.. that affect changes in their emotions, behavior and thinking... that may not be handled well. Adults who are effective in working with adolescents must be flexible and willing to accept a variety of behaviors and encourage young people to make choices and become more independent... balanced with the ability to set and enforce limits for appropriate behavior... Since young adolescents have a need to prove their competence and exhibit achievement, it may be important for staff to encourage projects which require a serious commitment and sustained effort resulting in a formal production or product such as a drama production or publication of their writing, or exhibit of their artwork."

A Matter of Quality: Creative Planning...

Obviously, planning for the diverse needs of the five year old to the pre-teen in the same program requires a tremendous amount of creativity and a proficient skill in coordination of time, space and staff. Children in this group do share certain common characteristics to which

pro activities should respond. Plan programs which offer:

1. Diversity - offer a variety of activities for quiet and active play, group socializing, and being alone
2. Opportunities for self-exploration and definition - growing kids have endless curiosities and interests; programs should stimulate the healthy development of children
3. Meaningful participation - avoid "busy work;" offer activities that children can take pride in
4. Positive interaction with peers and adults - friends become very important; talking about their feelings and ideas with an understanding adult can prove invaluable
5. Physical activity - play is still important for school-age children; avoid limiting physical activity to structured competitive-type sports
6. Competence and achievement - children need to feel successful at the things they do; provide opportunities where every child can reach this goal
7. Structure and clear limites - provide caring supervision where rules are reasonably and consistently enforced

A major characteristic of a quality SACC program is that it responds to the critical need for opportunities for children to have positive growth experiences in an environment where their individual feelings and needs are respected.

Other key factors to consider when planning your program:

- 1) **Set the mood of your afterschool program by creating a 'home-like' atmosphere** as opposed to the formal, rigid environment typical of the school day. Do this by including the children as often as possible in planning their program, in decorating their space, and in selecting their activities.
- 2) **Consult with parents** during the planning and implementation stages of your afterschool program. Respect different family values and cultural traditions.
- 3) While space, staff and time may be provided for children who need homework help, **it is not recommended that homework be required or become the focus of the program.**
- 4) **Be flexible.** Group children according to their developmental levels but allow for individual differences, special interests, and friendships.
- 5) **Allow children to choose** from a variety of independent activities.
- 6) Choose staff who are energetic, who understand how children grow and develop, who can lead and facilitate stimulating activities, and who can provide a model and exemplify personal qualities for children to emulate. **"The heart of an effective program lies in the sensitivity, commitment, and skills of staff members** as they get to know individual children and promote feelings of unity and cooperation within the group."(SACC T.A. Paper No. 10, May 1988, NY State

Council on Children and Families)

Funding SACC programs...

If your program is housed in a recreation center or school equipped with the necessary space and equipment, start-up costs for the SACC program are generally low. Program fees are usually sufficient to support the program and staff salaries make up the bulk of program expenses.

The Child Care and Dependent Block Grants, administered by the State Health and Human Services Finance Commission, are federal monies allocated to states to improve the affordability, quality, and availability of child care services for children younger than age 13 who families earn up to 75 percent of the State's median income. South Carolina's state median income for a family of four is \$34,915; 75% equals \$26,186. The grants may be used to help start, equip, or improve child care programs.

South Carolina's allocation for FY 1991 is \$13,938,000. Seventy-five percent of these funds are to be used to help families pay for child care, or for activities to increase the availability and quality of child care. The other 25 percent are reserved for quality improvement activities, early childhood education, and latchkey programs.

Funds will not be available until September 1991 and may be carried over from one fiscal year to the next. The Child Care and Dependent Block Grants require no state match. If you are interested in applying, please contact Kitty Casoli, Director, Child Development Department, State Health and Human Services Finance Commission, P.O. Box 8206, Columbia, SC 29202-8206, (803) 253-6154.

Legislation Affecting SACC...

Efforts are underway to improve child care legislation to insure the welfare of children. As it is currently written, Senate Bill 1, submitted by Senator Nell Smith, (D-Pickens County) Chairman of the Joint Legislative Committee on Children, would exempt programs which operate for less than four hours per day. This would include most afterschool programs. It's not clear what happens when you expand your program to a full day during teacher in-service days or school holidays. If you have questions or comments about this legislation, please contact your legislative representative or contact David Harvin or Lynn Dobson, Joint Legislative Committee on Children, at 734-2928.

Transportation...

Transportation problems are eliminated entirely for school-based SACC programs. Where recreation departments are not located close to the schools and don't have access to a van for pickup, attempt to convince your local school board to add your center to their regular school bus routes. You may get a more favorable reception if you can specify the actual community need and the number of children your program will serve. Garnering support of the school's PTA and PTO groups would also prove helpful.

South Carolina, 1990

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SAMPLE OF SCHOOL-AGE CHILD CARE PROGRAMS ADMINISTERED BY RECREATION AND PARK AGENCIES

Program name	Adventure Club	Ed-Rec Program	Afterschool Camp	The "PAK" Positive Attitude Kids	ARC-Afterschool Recreation Club
Agency	Wando Community School/Chas.	Goose Creek Parks/Playground	Richland County Recreation	Lexington County Rec./Aging Comm.	Hilton Head Island Recreation Assoc.
Contact	Tom Widlowski	Cheryl Heiselman	Lynn Harvey	Marie Simpson	Theresa Bettis
Phone	849-2829	572-1321	754-7275	359-4048	681-7273
Program Location	6 Elementary Schools	1 Elem. School 1 Middle School	1 Elem. School 4 Recreation Ctrs	3 Recreation Centers	1 Primary School 1 Elem. School
Years in Operation	5 years	5 years	10+ years	2 years	2 years
Weekly Fee	\$8/week	\$55/four weeks	\$19/week	\$15-\$45/week	\$25/week
Daily Fee	\$4/day	No	No	No	\$7/day
Current Enrollment	350/day	96	200+	165	110/day
School Support:					
Funds	No	No	No	No	No
Staff	No	No	No	No	No
Space at no charge	Yes	Yes	No	No	Yes
Self-Supporting	Yes	Yes	Yes	Yes	Yes
Staff:Child Ratio	1:15	1:15	1:12	1:15	1:10
Serve Special Needs Children	Yes	Yes, on individual basis	Yes	Yes	Yes, The Challenge Program

Activities: All of these programs tend to be recreation-oriented and most offer some form of enrichment activities (i.e. computer labs, dance, music, etc.). They also offer structured games, arts/crafts, homework time and or help, snacks. All extend their programs on teacher in-service days and holidays and offer summer camps. Staff are also provided with some type of training throughout the year.

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Accreditation...

Committed to insuring high quality child development opportunities for children, The National Association for the Education of Young Children offers a voluntary accreditation system for early childhood centers and schools. Their accreditation system involves self-study, a validation visit, and the accreditation decision. For more information, please contact NAEYC, 1834 Connecticut Avenue, NW, Washington, DC 20009-5786, 800-424-2460 or 202-232-8777.

How do You Get Started?...

The Governor's Office will soon publish a manual on Getting Started in School-Age Child Care. For more information please contact Jerry Cover, Office of Executive Policy and Programs, 1205 Pendleton Street, Columbia, SC 29201, 734-0397.

And FYI...

The State Department of Education has just completed a survey of all 91 school districts in South Carolina to assess the extent to which public schools are offering or involved with SACC programs. For more information you may contact their public information office at 734-8500.

Take time
out to
recreate !

Orangeburg
Recreation and
Park Department

An Editorial Note from the Author:

Like the playground programs that mark the beginnings of our public recreation heritage, the advent of recreation-based child care programs will mark the times and likewise find their way into our history books. There are two ongoing debates that may influence your decision to include a school-age child care programs in your recreation center.

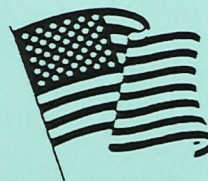
Territory...turf...terrain...domain...

One is the growing contention between the private-for-profit day care centers and the public-service-oriented programs as to who should provide child care services for school-age children. The dispute about "unfair competition" and endangering the livelihoods of private centers can be put to rest when you look at the statistics on the number of children that need services. There is a crucial need for a host of agencies and businesses, public and private, that have something positive to offer, to join the movement to insure that the healthy development of our children is not compromised.

Child Care: "A Rose By Any Other Name..."

The other point is probably one of semantics. It may be debated that no matter if you're educating or healing or teaching piano or karate or coaching young people, you are about the business of caring for children. It has become more and more critical that each of us assumes our role as "caretaker" as the traditional family structure changes and that we become an active member of the new "extended family." Accepting this metamorphosis, this new role and responsibility, may be difficult for some of us. But it is critical that people who care for children are sensitive to their need for a nurturing, safe, happy environment.

The debate may continue, but in the meantime, children are trying to survive the transition. They say children are easy to adapt. I sincerely hope so.



Keep
America
Beautiful!



KANSAS NATIONAL EDUCATION ASSOCIATION / 715 W. 10TH STREET / TOPEKA, KANSAS 66612-1686

Testimony before the
House Federal and State Affairs Committee
Kay Coles, Kansas NEA
HB 2699
January 29, 1992

Thank you Madame Chairman. Members of the committee, I am Kay Coles, here today representing the 24,000 members of Kansas NEA. I appreciate the opportunity to speak in favor of the concepts behind HB 2699.

During the work of the Children's committee, members heard of licensing requirements which prohibited the use, in some cases, of school buildings for programs other than school programs.

While recognizing the need for licensing requirements, it appeared ludicrous that buildings housing students for several hours of school could not also be used for other kinds of programs such as day care programs. (Though perhaps it also would be to our benefit to examine the condition of those schools which do not meet these licensing requirements!)

Kansas NEA supports the opening of school buildings to communities for a variety of programs promoting lifelong learning and therefore supports the concepts behind HB 2699.

Thank you and I would be glad to answer any questions.



Testimony on H.B. 2699
before the
House Committee on Federal and State Affairs

by

Mark Tallman, Coordinator of Governmental Relations
Kansas Association of School Boards

February 3, 1992

Madam Chair, Members of the Committee:

KASB supports the provisions of H.B. 2699 which would allow schools to be licensed as child care centers without meeting additional licensure requirements.

More and more school districts are working to provide parents with safe, appropriate child care services in the schools. We believe parents favor these arrangements because they find their schools both reliable and convenient. It seems like common sense that school buildings that are deemed appropriate for children during the school day should be considered appropriate for those same children before and after school.

Thank you for your consideration.

*House Federal & State Affairs
February 3, 1992
Attachment #5*



Kansas State Fire Marshal Department
700 Jackson, Suite 600
Topeka, Kansas 66603-3714
Phone (913) 296-3401
FAX (913) 296-0151

*"Serving Kansans Through Fire Safety Education,
Fire Prevention Inspections and Investigation"*

TESTIMONY OF JIM CODER
ASSISTANT ATTORNEY GENERAL
STATE FIRE MARSHAL DEPARTMENT
HOUSE BILL 2699

The State Fire Marshal Department has concerns about House Bill 2699 which legislatively exempts certain day care centers from licensing requirements.

It is our understanding that this bill was drafted, at least in part because of differences in licensing requirements based on the State Fire Prevention Code.

It is our belief that this legislation is unnecessary. There are very few differences between the fire and life safety requirements of schools, recreation centers and day care centers. These differences primarily center on smoke detectors, which are required in day care centers and not in the other facilities. However, with no sleeping facilities in a day care housing children six years or older, the smoke detectors are not required. (NFPA 101 L.S.C. 11-7.3.4.5)

If there are differences with local fire codes which is creating a problem, there are provisions to appeal such differences to the State Fire Marshal. K.S.A. 31-134(b). This issue has never been raised to the State Fire Marshal. It really makes me wonder how widespread any problem is.

Finally, it is the position of the State Fire Marshal that creating a special exemption from licensing requirements for just a portion of a class of occupancies sets a bad precedent and is bad public policy.

I urge you to not support this unnecessary legislation. If this issue is a concern, it can be addressed through existing regulatory authorities.

An Equal Opportunity Employer

*House Federal & State Affairs
February 3, 1992
Attachment #6*



Department of Health and Environment
Azzie Young, Ph.D., Secretary

Reply to:

Testimony Presented to
The House Committee on Federal and State Affairs
by
The Kansas Department of Health and Environment
House Bill 2699

KDHE does not favorably recommend HB 2699 as it is written. KDHE does support the Special Committee on Children's Initiatives position to remove unnecessary barriers to licensing child care programs in schools and recreation centers.

The purpose of the licensing regulations is to set minimum standards that provide for the safe, healthy and developmentally appropriate care of children in out of home child care. Licensing regulations go through an extensive review process prior to being adopted and enforced. This review process includes input from other agencies, child care providers, the public at large, research, legislative mandates and experience. Public hearings are held and suggestions for regulation revisions are given serious consideration.

Licensing provides a safeguard for children and families which prevents the provision of unsafe or potentially harmful child care through the promulgation and enforcement of minimum standards. If a child care program has a license, then parents know that the program has met minimum standards that the state has set for the care of their child. Parents can expect the same standards will be met if their child moves from one licensed program to another similarly licensed program anywhere in the state.

Licensing can be viewed as an inappropriate barrier to the development of resources when regulations are outdated and no longer appropriate and when the regulatory requirements are excessive or too difficult or too costly to be met. The Department has not identified any specific regulation as an inappropriate barrier. However, the purpose of the regulation revision process is to identify and revise inappropriate regulations.

KDHE is the agency that is responsible for enforcing minimum standards for child care facilities. If KDHE cannot deny a license to a program that does not meet minimum building requirements then programs that are unsafe could provide child care and the unsafe conditions could remain unchanged leaving children at risk for accidents and injury. Neither the State Board of Education nor the Kansas Parks and Recreation Association have the authority to enforce building requirements for these programs.

Testimony - HB 2699

Page 2

HB 2699 would create an inequity in the licensure of school-age child care programs consisting of dual standards for compliance with building requirements and an unfair application of enforcement procedures for non-exempt buildings that would not be in compliance with building regulations.

It appears that the intent of HB 2699 is to exempt schools and recreation centers from environmental building requirements. However, the wording is broad and the language could be construed to exempt child care programs in such buildings from all licensing requirements.

The State Board of Education accreditation program for private elementary schools only requires one grade with a minimum of 10 pupils. This would allow licensed day care homes and group day care homes located in such schools to be exempt from any building requirements.

In March, 1988, two child care licensing and registration staff made presentations at the annual conference of the Kansas Recreation and Park Association. Subsequently, representatives of the organization met at KDHE to discuss problems that recreation and park programs might have in meeting environmental regulations. The organization's representatives agreed to review child care center licensing regulations and to submit their recommendations for regulation revisions. However, KDHE did not receive any recommendations for changes to the regulations.

KDHE has not received communication from any group addressing specific regulations that are problematic for school-age child care programs.

There are 79 school-age child care programs operated in public schools that are licensed as child care centers and that have complied with existing licensing requirements.

There are 9 school-age child care programs licensed as child care centers that are operated in recreation centers and that have complied with existing licensing requirements.

To date, no school-age child care program in a school or recreation center has been denied a child care center license because the building did not meet requirements.

KDHE regulations allow the Department to grant exceptions to the regulations if it is requested in writing, the Secretary determines the exception is in the best interest of children and their families, and if statutory requirements are not violated. The child care program is required to post the exception with the license so that parents can see that an exception has been granted. Under this authority some exceptions have been granted to the school-age child care programs operated in public schools in order to accommodate the specific needs of that program.

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While KDHE does not favorably recommend exempting schools and recreation centers from meeting building requirements the bill as written could be strengthened by more clearly and specifically defining what is meant by "(b) No license for a child care center, group day care home or day care home shall be denied on the basis that the building does not meet requirements for licensure" as this language is broad and open to interpretation.

KDHE does support the Special Committee on Children's Initiatives position to eliminate unnecessary barriers to licensing these programs in order to strengthen the provision of services to children and families. Children should also have the protection of minimum standards regardless of the kind of buildings in which their programs are operated. Parents should also be assured that all minimum standards have been met when they see the license posted. Instead of exempting these programs from meeting building requirements, it is suggested that persons interested in the development of appropriate regulations for school-age programs participate in the regulation revision process and assist the Department in identifying problematic regulations and in making suggestions for changes. The process for the revision of the child care center regulations will begin in the next few months. Recommendations for suggested changes are welcome.

Accordingly, the Department respectfully requests that HB 2699 not be favorably reported.

Thank you.

Presented by: Christine Ross, Director, Child Care Licensing and Registration
Bureau of Adult and Child Care
Kansas Department of Health and Environment
February 3, 1992

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LAWRENCE-DOUGLAS COUNTY HEALTH DEPARTMENT

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Testimony for House Federal and State Affairs Committee

February 3, 1992

RE: House Bill 2699

PRESENTED BY: Peggy Scally
Child Care Licensing Coordinator
Lawrence-Douglas County Health Department

Thank you for the opportunity to provide information before this committee. I believe HB 2699 is unnecessary because of licensing provisions already in place.

KSA 65-504 states "The secretary of health and environment shall grant no license in any case until careful inspection of the maternity hospital or home, or home for children shall have been made according to the terms of this act and until such maternity hospital or home, or home for children has complied with all the requirements of this act."

Licensing regulations or requirements are minimum standards aimed at reducing risks which the average person should not have to assume; therefore, being in compliance with all requirements is reasonable. When buildings are not in compliance with the requirements or regulations, the applicant has the prerogative to request an exception to a regulation according to KAR 28-4-119b for licensed day care homes and KAR 28-4-422 (f) for child care centers. KDHE is authorized to grant an exception if such action is determined "to be in the best interest of a child or children and their families, and if statutory requirements are not violated." KDHE has a history of responding to exceptions in an objective manner; there is no need to take away KDHE's authority.

Keep in mind that the 1919 Kansas statute authorizing child care licensing was initiated in Kansas because of unhealthy, unsafe conditions, ie. fire hazards, poor heating and lighting, inadequate space for children. Violations of this type are still seen by evaluators on initial licensing inspections and must be corrected prior to a license being issued.

KDHE and the legislature have joint responsibility to set and enforce appropriate safeguards in the form of regulations for all buildings where children are cared for outside their homes. For licensing to remain credible safeguards/regulations must be applied to all buildings, including recreation centers and schools. School buildings, although inspected by Health and Fire Departments, are permitted to operate with deficiencies because no Kansas statute now exists which allows for enforced compliance with recommended corrections of health and safety problems.

House Bill 2699 strips away the authority to evaluate building and physical facilities from the official licensing agency and is not in the best interest of children. I urge you to vote against House Bill 2699.

*House Federal and State Affairs
February 3, 1992
Attachment # 8*