



SCHOOL READINESS PROGRAM ASSESSMENT SCHOOL AGE

Center	Staff	Reviewed By	Date

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STAFF/CHILD INTERACTION

1. Staff/child interaction encourages the COMMUNICATION with children throughout the day's activities and take place in a positive environment.

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| 0 | 3 | 6 | a. Staff express respect for and affection toward children by smiling and speaking to children in a positive way. Loud harsh voices are not used. |
| 0 | 3 | 6 | b. Staff are available to children to listen and reflect with appropriate responses, such as "tell me more" or "how interesting". |
| 0 | 3 | 6 | c. Staff converse frequently with children, asking open-ended questions spontaneously of individual children throughout the day. |
| 0 | 3 | 6 | d. Staff respond to children with acceptance and appreciation. There is no evidence of discrimination on the basis of race, religion, gender, ethnicity, family structure, appearance or disability. |

COMMENTS:

2. Staff encourages DEVELOPMENT of school agers throughout the day's activities in a warm and positive environment.

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| 0 | 3 | 6 | a. Children are encouraged by staff to initiate activities, explore, experiment, question and learn by doing. |
| 0 | 3 | 6 | b. Staff ask questions and make suggestions to encourage children to become self sufficient. |
| 0 | 3 | 6 | c. Staff encourages children to be responsible for the management of their environment through appropriate use of supplies and equipment. |
| 0 | 3 | 6 | d. Staff are generally flexible and adapt to the different ages, abilities and needs of individual children. |
| 0 | 3 | 6 | e. Staff respond to the range of children's feelings with acceptance and understanding. |

COMMENTS:

3. Staff uses positive techniques in GUIDING THE CHILDREN'S BEHAVIOR. Time out/Think time is only used to help a child regain control of his/her behavior.

- 0 3 6 a. Staff model appropriate behavior.
- 0 3 6 b. Staff use positive encouragement through verbal and/or non-verbal messages. Techniques such as facial expressions, nodding, positive language, smiling and redirection are used.
- 0 3 6 c. Staff position themselves strategically for optimum supervision.
- 0 3 6 d. Children are made aware of and are held responsible for their own actions.
- 0 3 6 e. Staff encourages children to develop skills for resolving conflicts. Children are encouraged to talk about their feelings and discuss possible solutions.
- 0 3 6 f. Clear, consistent rules and consequences are explained to children. Program rules are developed in conjunction with the children and discussed with them to make sure they understand.
- 0 3 6 g. Rules are implemented on a consistent basis.

COMMENTS:

PROGRAM

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4. The PROGRAM encourages play, exploration and learning.

- 0 3 6 a. The routines of the program reflect a schedule to include the following: outdoor/indoor, quiet/active, individual, small group, large group and child initiated activities. Schedules for full day programs and before and/or after programs are available.
- 0 3 6 b. Children are provided an opportunity to complete school assignments if needed.
- 0 3 6 c. Transitions between activities are conducted smoothly.
- 0 3 6 d. There is a scheduled time for children to participate in activities of their choice. (A minimum of 30 minutes daily in before and after school programs; one hour in the morning and one hour in the afternoon on full day programs.)
- 0 3 6 e. Staff follow the daily schedule, but may make changes as indicated by the children's needs or interests to take advantage of those "teachable moments".

COMMENTS:

5. Weekly LESSON PLANS reflect developmentally appropriate activities which are based on the children's interests and abilities.

- 0 3 6 a. The lesson plan is current, visible, being followed and accessible for use. Plans for the last three months and/or six (6) weeks are different, available and dated in ink. (Lesson plans during the school year can be done monthly. Lesson plans during the summer months and holidays (spring break, winter break, etc.) should be done weekly.)
- 0 3 6 b. Evidence of planned activities are observed.

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| 0 | 3 | 6 | c. | Staff allow the children to help plan the activities. |
| 0 | 3 | 6 | d. | The lesson plan indicates children have a variety of opportunities in, but are not limited to:
-Arts and Crafts
-Exploration
-Music
-Dramatics
-Language
-Outside Group Activities
<i>All areas are to be planned weekly. Some activities may extend more than one week. (This applies to summer and holiday weeks.)</i> |

COMMENTS:

PHYSICAL ENVIRONMENT

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6. The ENVIRONMENT promotes the interaction of children with other children, adults and materials.

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| 0 | 3 | 6 | a. | There are age appropriate experiences accessible for each group of children daily. |
| 0 | 3 | 6 | b. | Children are allowed to select those activities in which they wish to participate. |
| 0 | 3 | 6 | c. | Age appropriate artwork is displayed in the classroom. |
| 0 | 3 | 6 | d. | The environment includes culturally diverse materials providing items such as dolls which reflect different ethnic backgrounds and doll clothes, pretend food, dress-up clothing, posters and pictures, books, tapes and/or records, puppets, flannel board accessories, cooking experiences, creative materials, etc. |
| 0 | 3 | 6 | e. | There is evidence of gender, ethnic or disability acceptance. Dress-up clothes include male and female clothing and accessories. Picture books include people with disabilities and show non-traditional roles. |

COMMENTS:

7. The INDOOR LEARNING ENVIRONMENT provides developmentally appropriate materials and equipment which is accessible to the children.

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| 0 | 3 | 6 | a. | Table games such as Monopoly, Bingo, Chutes and Ladders, puzzles, card games, etc. are available. Games are age appropriate, have all of the required pieces and reflect the children's interests. |
| 0 | 3 | 6 | b. | Arts and Crafts – Children have the opportunity to participate in planned activity or to use arts and crafts materials in their own creative way. |
| 0 | 3 | 6 | c. | Dramatics, such as puppets, props, dress-up clothes, etc. are available where children can recreate different experiences by creating plays, shows and pretend play. |
| 0 | 3 | 6 | d. | Construction, such as Legos, Bristle Blocks, Lincoln Logs, erector sets, unit blocks, styrofoam and toothpicks are available for creative construction. |

- 0 3 6 e. Creative Language, such as books, paper with writing utensils, typewriters, computers, and magazines are available for opportunities for children to express their feelings, thoughts and ideas through play, drama, and other organized productions.
- 0 3 6 f. Exploration, such as microscopes with slides, magnifying glasses with objects to examine, computers with appropriate software, batteries, simple experiments are provided for discovery activities.
- 0 3 6 g. Music, such as tape recorders, tapes, record players, records, headsets, musical instruments (either purchased or child made), scarves, streamers, jump ropes, etc. are available.

COMMENTS:

8. The OUTDOOR ENVIRONMENT provides enough usable space and developmentally appropriate equipment and materials, of sufficient quantity, for the children using it.

- 0 3 6 a. Each child has a chance to play outdoors for at least 30 minutes out of every three-hour block of the program.
- 0 3 6 b. Children can use a variety of outdoor equipment and games for both active and quiet play.
- 0 3 6 c. Permanent playground equipment is suitable for the sizes and abilities of children.
- 0 3 6 d. The outdoor space is suitable for a wide variety of activities.
- 0 3 6 e. There is a minimum of two (2) outdoor surfaces, which could include soil, grass, and a hard surface, etc.

COMMENTS:

HEALTH

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9. The physical environment promotes good health for each child.

- 0 3 6 a. Staff and children wash their hands with soap and running water immediately before meals, after toileting, after nose wiping. Paper towels or air dryers are used to dry.
- 0 3 6 b. Drinking water is available at all times, including outdoors.

COMMENTS:

NUTRITION

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10. Mealtime is a pleasant social and learning experience for the children.

- 0 3 6 a. Dietary needs and allergy lists of all children enrolled in the center are posted in the classroom and are readily visible and followed. If no allergies, list "NONE KNOWN".
- 0 3 6 b. Children sit in chairs at cleaned tables for snacks and meals with paper plates, place mats or paper towels under the food.
- 0 3 6 c. Proper utensils and napkins are provided.

COMMENTS: