



STANDARD 1: Health & Safety

We've all heard the phrase "safety first." That applies to afterschool programs, too. In order to learn, grow and thrive, youth need a space that is safe and promotes their well-being. Same goes for youth workers and program staff — we need to keep them safe, too.

On this indicator, we are:

- 1 - Experiencing challenges**
- 2 - Making progress**
- 3 - Right on track**
- 4 - Excelling**

	What does health & safety look like in our program space?	How are we doing?
HS1	Our program environment is safe and free of hazards.	1 2 3 4
HS2	Our program space and equipment are appropriate for the ages and developmental stages of the youth we serve. All students are able to access and use the space.	1 2 3 4
HS3	We have enough staff to provide a safe youth-to-staff ratio for all planned activities. We've considered youth's ages, abilities and needs as well as the level of risk in the activities to ensure ample supervision.	1 2 3 4
HS4	Our space provides adequate facilities and supplies for hand washing.	1 2 3 4
HS5	Our first aid kits are fully stocked and easily available at all times.	1 2 3 4

Notes & Examples

	What does health & safety look like in our processes and procedures?	How are we doing?
HS6	Our program has a process for addressing health or safety hazards.	1 2 3 4
HS7	We know what safety inspections (fire, health, etc.) are required for our facility, and they are up to date.	1 2 3 4
HS8	We have clear procedures in place for emergencies (fire, natural disasters, lockdowns, power outages, medical emergencies, etc.). Staff are aware of and are regularly trained on these procedures. (Consider staff training annually or every program cycle, depending on your program's needs and staff turnover.)	1 2 3 4
HS9	We know who to notify — and just as importantly, how to reach them — in case of emergency, illness or injury.	1 2 3 4
HS10	Our staff are trained in CPR and first aid prior to working with youth. Or, there's always one CPR/ first aid trained staff member with each youth group.	1 2 3 4
HS11	We have clear procedures in place for reporting suspected abuse or neglect.	1 2 3 4
HS12	We have a clear, written visitor policy. We have clear, written policies on how youth, staff, guardians and visitors enter and exit the program facilities. Guardians, program staff and youth are aware of these policies and are following them.	1 2 3 4
HS13	We have procedures in place to ensure youth leave the program only with authorized adults. Our staff know what to do if an unauthorized person tries to remove a youth from the program.	1 2 3 4
HS14	Our systems and routines mean that staff know where youth are at all times. We have practices in place that keep students safe, especially when they move from one place to another or use the restroom.	1 2 3 4
HS15	We have clearly stated expectations about when it's okay for staff to use electronic devices (or not.) Staff keep their attention focused on the youth.	1 2 3 4

Notes & Examples



Health & Safety

CONTINUED

HS16

HS17

HS18

HS19

HS20

What does health & safety look like when our program serves food? (If applicable)	How are we doing?
Our program serves healthy and nutritious foods. The amount, type of food and schedule of snacks/meals is appropriate for the ages and cultures of youth we serve, as well as the length of time spent in the program.	1 2 3 4
If families are required to provide snacks, we have clear, written guidelines about what is permitted.	1 2 3 4
Youth have easy access to drinking water.	1 2 3 4
Our program follows appropriate food safety guidelines for preparation and storage.	1 2 3 4
We are aware of food allergy information — both what foods contain allergens as well as any young people in our program with food allergies/sensitivities. We have an action plan in place to address any allergic reactions to food.	1 2 3 4

How can we improve in this area? _____

What are some easy things we can do right away? _____

What changes do we need to work on long term? _____

What resources, supports or partnerships can help us? _____

What is social emotional learning, or SEL?

As an afterschool community, we look to the Collaborative for Academic, Social and Emotional Learning (CASEL) to help us understand SEL as an integral part of human development. They define SEL as “the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationship, and make responsible and caring decisions.” (<https://casel.org/what-is-sel/>)

RESOURCE
Alert



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