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ABSTRACT

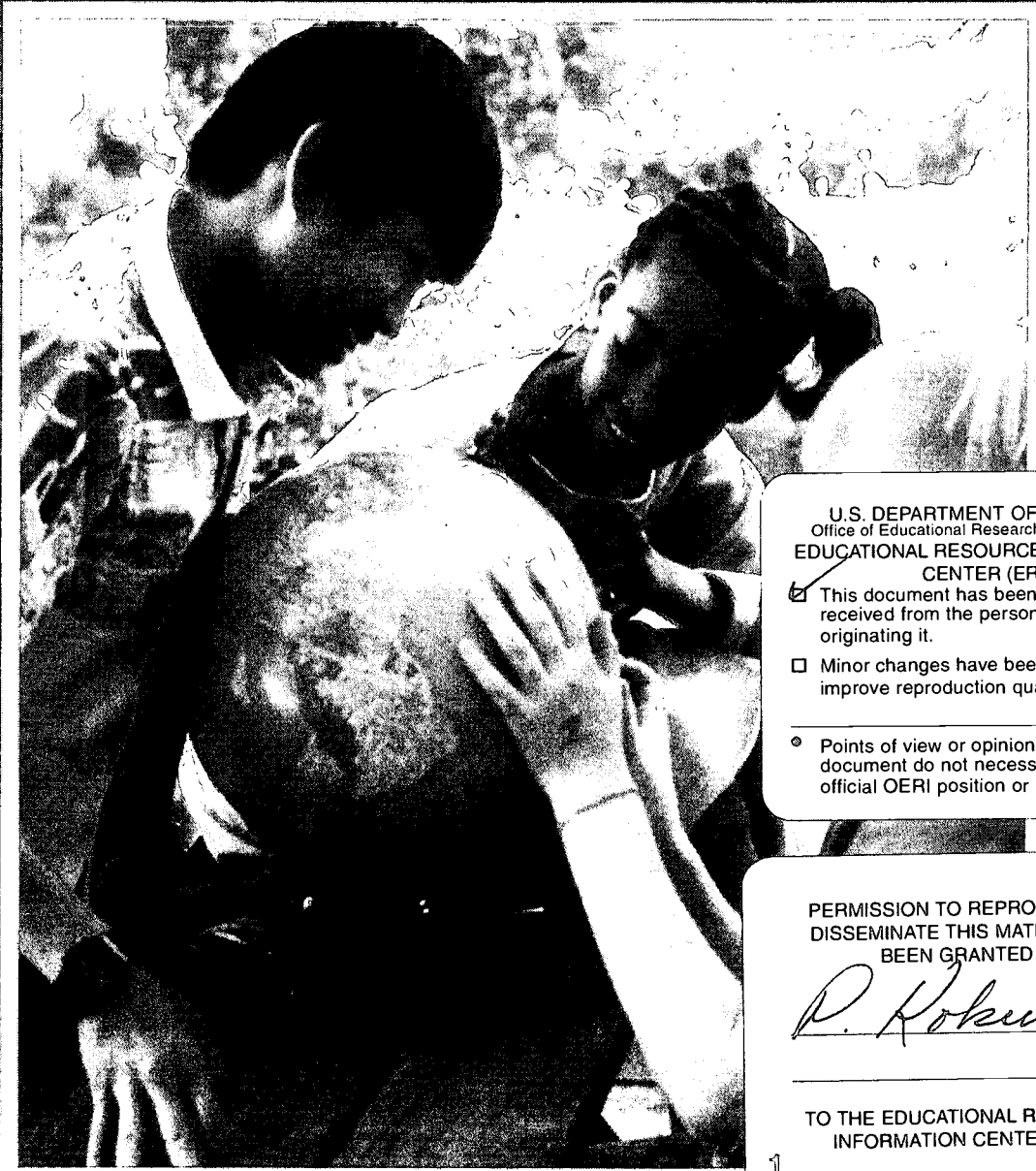
This book profiles extended-care programs in Catholic schools. It features articles submitted by graduates of the National Catholic Educational Association's Elementary/Middle School Principals Academies. Each of the 12 articles details an established extended-care program. Typically, these programs are part educational, part recreational, and part social, filling the hours before school begins and after it ends. The program descriptions, which are drawn from across the U.S., offer a short history of the programs; all the descriptions share the common theme of the dramatic changes that have transpired in extended-care programs over the past 10 years. The descriptions include special features of each program, community alliances, the fees charged for the children, the range of grades that are served, the program schedule, the range of activities that are offered, safety protocols, discipline guidelines, health and safety, a typical day in the life of a student in the program, staffing and responsibilities, meals, supervision, creative approaches in serving the children, student rules, registration, staff qualifications, enrollment figures, and sample programs. It is hoped that educators seeking to implement an extended-care program can pick and choose from these descriptions those elements that would be most appropriate for their student population. (RJM)

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# SERVICE TO FAMILIES: *Model Extended Care Programs*



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**SERVICE TO  
FAMILIES:**  
*Model Extended Care  
Programs*

**Robert J. Kealey, Ed.D.**  
*Editor*



DEPARTMENT OF ELEMENTARY SCHOOLS  
NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION



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## Preface

Well over 60 percent of U.S. Catholic elementary/middle schools have some form of an extended care program. This percentage has doubled in the past 10 years. The programs are most often found in schools in the West and Far West (over 80 percent of these schools have them). Over 70 percent of urban schools have students in extended care, and almost 75 percent of schools with enrollments of at least 350 students have such programs. Small schools tend not to have extended care, which may be because most of them are located mostly in rural areas, where only about one third of such schools offer an extended care program.

Many schools open an hour or two before classes begin and remain open two or three hours after the formal instruction has ended for the day. Extended care programs—which are part educational, part recreational, and part social—fulfill an important need in the growth of the child and provide an invaluable service to parents. Students participate in supervised activities that are enriching and healthy for them. Parents have the assurance that their children are in secure and caring environments.

In 1986, the National Catholic Educational Association saw the need to assist schools as they began to establish extended care programs. In that year, Dr. Joseph McElligot, director of the education division of the California Catholic Conference, and his wife Arlene, administrator of the Extension Center of St. Francis of Assisi School in Sacramento, California, wrote for NCEA *The Catholic Elementary*

*School Extension Program.* That book has been very well received and used by numerous schools as a model to help them develop their programs.

Today many different types of extended care programs exist across the country. *Service to Families: Model Extended Care Programs* recognizes this diversity and seeks to expose the reader to a wide variety of such programs. Graduates of the NCEA Elementary/Middle School Principals Academies were invited to submit articles on their programs. Educators seeking to implement an extended care program can pick and choose from these descriptions those elements that would be most appropriate for their student population. Educators who have been involved in such programs for several years can use this book as a means to evaluate their own program. How does the program in your school compare with the descriptions offered in this book? Are there elements mentioned in the book that could be introduced into your program? The term *extended care programs* was selected deliberately to emphasize that concern for the child must be at the center of all such programs.

The NCEA Department of Elementary Schools expresses its gratitude to the authors for freely sharing their stories with the wider Catholic school community. It is grateful also to the members of the NCEA staff who worked on this project: Sister Ann Sciannella, SND, who typed the original manuscript; Tara McCallum, who edited and proofread the manuscript and supervised production of the book; and Beatriz Ruiz, who set the manuscript into print and designed the book's cover.

The NCEA Department of Elementary Schools offers this publication to its members in the hope that it will result in even better extended care programs for our students.

*Feast of St. Nicholas, Patron of Children, 1998*

*James Brennan, Ed.D.*  
*President*

*Robert J. Kealey, Ed.D.*  
*Executive Director*

Department of Elementary Schools  
National Catholic Educational Association



# **From Past to Present: Life at St. Lucy School Extended Care**

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**Campbell, California**

Matthew Davidson, a 1998 graduate of St. Lucy School, spent a grand total of 16,526 hours at “SLS.” From his kindergarten year in 1989 through eighth grade, he was an extended day-care enrollee for almost 5,000 of those total hours.

As it did for Matthew, the St. Lucy School Extended Day Care Program provides for about 40 early risers a daily wake-up routine with breakfast and time to visit with friends, to finish homework assignments, and to play quiet board games. In other words, morning staff members help the children prepare for their school day.

Ten years ago, the extended day care (EDC) did not play a prominent enough role at the school to warrant its own facility. Shuffled back and forth between the stage of the gym and a small parish meeting room across the school yard, the students were limited to using a few pieces of play equipment, jump ropes, a can of broken crayons, recycled paper, and a game of Candy Land. Having only a small storage closet, the EDC found providing an afternoon snack for students was impossible. Matthew remembers the rainy Tuesday afternoons when he and his friends could not play outside or be in the gym where the bingo tables and chairs were being set up. The EDC cost reflected the limited budget and services offered in the program. A single-child family was charged \$1.50 per hour, and for each sibling \$1.00 per hour was added. High school and college students watched the children, and the director was identified as the person who wrote

up the EDC bills and handed them to the parents on Friday afternoons. Minimum wage was the normal pay for the EDC staff, with the director receiving \$3.00 extra for working up the statements. We never followed up on families who did not keep their balance current.

In 1992 the Sisters of Notre Dame, who had lived in the convent since it was built in the 1960s, announced that they would be moving into smaller facilities nearby. Because of the generosity of the pastor, the proximity of the convent to the school, and the desperate needs of the extended care program, the EDC was able to relocate to the first floor of the convent. At a cost of less than \$3,000, the St. Lucy School Extended Day Care Program opened in the Julie Billiard Center (newly renamed convent) in September of 1992. Each year since, improvements in the facilities have been made. Bathrooms for the disabled, fire doors with panic hardware, child-friendly furniture, durable room dividers, carpeting, painting, study desks, computers, and printers all have been added to make the EDC program as safe, secure, and home-like as possible.

Located in the Silicon Valley, the EDC program serves a high number of single-parent families and two-parent families in the workforce. The workday for Matthew's parents, for example, averaged nine hours plus an hour for the commute. When the program began in the 1980s, the operating time was limited to two and a half hours in the afternoon. In response to family needs, however, the St. Lucy School EDC increased its hours, opening at 6:45 a.m. and closing at 6:00 p.m. Even with these longer hours, often parents must break speed limits to pick up their children before the late fees are exacted.

With a goal of providing a safe, secure, and creative child care for students ranging from 5 to 14 years of age, the St. Lucy School EDC now has a staff of eight, who bring early childhood credentials and experience to the program. A full-time EDC director, with the overall responsibility for more than 100 children, and a part-time bookkeeper complete the necessary components of the EDC program. In order to provide an EDC of the highest quality, the cost per student has almost doubled from the early days, increasing to an average of \$2.75 per hour. The simple baby-sitting plan for a few minutes after school now has an annual budget of more than \$95,000.

From Matthew's early years, he had delighted in playing at EDC. Today, when he visits the Julie Billiard Center, he finds the small

children constructing roads with building blocks and Legos in the main room. Later in the morning, the SLS afternoon-kindergarten students dress up and play store with an actual cash register and then turn to an art activity to take home and tape to the refrigerator.

At noon, the students from the morning and the afternoon kindergartens meet at the EDC to have lunch together. When the afternoon-kindergarten session begins, a portion of the morning-kindergarten students remains at the EDC to work on equally exciting activities that rival those of the morning crew. By 3:00 p.m., 70 to 100 students from grades 1 to 8 arrive tired and hungry. With a nutritious snack (sometimes baked by student helpers the day before) to fortify them, the students' energy is revived to work on homework. A study hall is available for the elementary-aged students while the junior high students do their homework in their own recreation room, a converted convent garage. Once a month, elementary school students who wish may watch a video on the VCR, but outdoor activity is always preferred by students and staff members alike.

Various individuals with expertise in the arts offer classes during the EDC hours. Two musicians hold classes for students interested in the keyboard, flute, clarinet, and saxophone, and a guitarist provides a half-hour sing-along once a month. Each Wednesday, several middle-grade students sign up to assist in a cooking class supervised by a staff member, and local Catholic high school students often tutor EDC students with special needs in math or reading.

Matthew had participated in various activities in the EDC during his younger days, but by eighth grade, his interest had focused on playing ball and talking with his friends. Since the goal of the St. Lucy School EDC is to provide a safe and secure environment as an extension of the school day, the staff are warm and welcoming to the children and the parents whom they contact. Often parents say that their children want to stay in the EDC and that they have been heard expressing sadness at their parents' arrival.

Matthew Davidson's parents had happily entrusted his education and after-school care to the staff at St. Lucy School. Matthew, his parents, and the staff supported the school's Christian environment, where each person is responsible for and accountable to the school community.

When Matthew's parents watched him walk down the aisle at the baccalaureate mass last June, they did not see a little boy with a

missing front tooth but rather a young man with the world open to him. We at St. Lucy's miss Matthew since he joined the ranks of the freshman class at a local Catholic high school, but we are confident that he carries the Gospel message of faith, love, and service with him to guide his way.

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*Submitted by Sister Jolene M. Schmitz, principal of St. Lucy School in Campbell, California*

# **Pope John XXIII Elementary School Extended Care Program**

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**Madison, Indiana**

Almost nine years ago, two teachers, Sue Geyman and Pam Devery, saw the need to offer a choice to families for the care of their children after school was finished for the day. That was when the after-school program at Pope John XXIII Elementary School started. The mission was to provide a safe, healthy environment for children where they feel good about themselves and the parents are relieved of worry about their children's care and safety.

The after-school care program, referred to as Extended Care, was started after an assessment of the school's needs was conducted in early 1988. At the time, the faculty and administration were discussing avenues to increase enrollment, and the idea of the after-school program became more of a reality. Sue Geyman says, "These schools (Pope John XXIII and Shawe Memorial) are important to Pam and me. Our brothers and sisters and Pam and I all went through these schools. We wanted to give something back. The extended care program was our way of doing this."

Modeled after another Catholic school's after-school program, Extended Care started with only eight students taking advantage of the program the first year. Pam Devery explains, "It was slow at first, but the program has grown steadily through the years. We did not make much money that first and second year." This year, there are over 150 students enrolled, and two classroom areas are used for the program.



The extended care program has a very organized schedule that includes time for homework and much-needed end-of-the-day playtime. Children report to the cafeteria right after school and sign in. Next, the children participate in activity time, outside if the weather permits, and then proceed to the cafeteria for the much-loved snack time. With their appetites satisfied, the children start working on their homework for the day, or they have some individual or quiet time. Following homework, students spend time in supervised enrichment activities, such as computer activities or other developmental play.

The program offers many benefits to the children and to the parents. Sue Geyman feels the best advantage of the program is that parents do not need to worry because they know where their children are, they know who we are, and most of the children know us well.

A special feature the program offers is the very important task of helping the children with their homework. "Many children go home with their homework accomplished. We take time to help the children if it is needed. Pam and I are familiar with the assignments, and that is an advantage also," says Sue Geyman.

Still another advantage is the opportunity for the program students to attend various activities during the extended care hours. This year, for example, students may attend dance lessons in the schools' cafeteria, Scout meetings, Shawe Memorial band lessons, and sports practices. Soon piano lessons will be offered during the program hours. Children are signed out during these activity times, and parents are not charged by Extended Care for the time.

The after-school program charges only for the hours that the students actually attend the program. Most children come every day, but some attend once or twice a week or only once or twice a month. Parents pay on their own time schedule a modest hourly fee.

The extended care program is self-supporting, is responsible for its own financial management, and pays an annual rent to the school. A yearly report is presented to the principal.

"We have never turned anyone away," says Sue Geyman, "and this is the key to the success of the program. Parents are very supportive of us and we feel appreciated."

## **Program Description**

### **Program Goals**

- Provide a safe, healthy environment for the children, where they feel good about themselves and parents are relieved of worry and stress
- Provide after-school care with an activity period, snack time, and homework supervision for the students in kindergarten to sixth grade
- Provide an incentive for increasing enrollment at the school
- Conduct a self-sustaining program, responsible for its own financial management; present a yearly financial report to the principal

### **Schedule**

- 2:00 Students report to classroom for sign in
- 2:15 Activity time outside, weather permitting
- 3:00 Snack
- 3:15 Homework/quiet time
- 4:00 Supervised enrichment: computer activities, films, games
- 5:15 Program ends

The program meets only on full school days. On days when school is dismissed early or is closed, parents must find alternative care.

### **Costs and Expenses**

- Registration Fee: \$10.00 per family
- Rate: \$2.00 an hour per child for up to three children per family; no charge for additional children of the same family
- Payment Schedule: Weekly, monthly, or when parents receive a reminder at home
- Monthly Expense: \$168 to the school for use of space

### **Supervision**

Sue Geyman and Pam Deveary are codirectors of the program. Each is a full-time teacher in the school and has a M.A. in general elementary education, K-8. They are compensated according to the program's yearly profit.

Additional positions are filled by a high school student (paid minimum wage) and a teacher or a community member (each paid \$10 per hour). These workers help supervise and give the codirectors time for administrative duties.

### **Creative Approaches**

Programs that have been offered or are being offered include lessons in piano and other musical instruments, Spanish classes, and dance classes. Parents arrange for attendance and pay an additional fee. Students also may attend sports practices on the school property, with parental permission. Parents are not charged for the time a child spends in these other activities.

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*Submitted by Marta Frank Belt, director of development at Prince of Peace Catholic Schools, which include Pope John XXIII Elementary School in Madison, Indiana*

# **Our Lady of Lourdes School Extended Day Program**

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**Queens Village, New York**

To accommodate working parents, the extended day program of Our Lady of Lourdes School provides an early morning program from 7:00 to 8:00 and an after-school program from 2:40 to 5:45. The programs are available only on school days.

In the morning, there is an adult supervisor as the children arrive and meet in the school cafeteria. At this time the children are not too active and are content to socialize verbally. Supervision begins in the school yard, or in the gym on days of inclement weather. When it is time for school to begin, the children are escorted to join the other students as they gather for classes.

The afternoon session has a different tone. The children arrive at the cafeteria after their day's work. They may change into play clothes and receive a drink and a snack. They do homework with adult supervision and assistance. The personnel are comprised of a moderator, a cafeteria worker, teachers, and high school students who offer their service. Our eighth-grade students also help, especially on early-dismissal days when teachers are engaged in faculty meetings and do not arrive with the children.

When the weather permits, the children play in the school yard. During the hot weather, especially in June, a simple sprinkler system provides good recreation. Otherwise, recreation is held indoors with games and books. Prior to the holidays, an occasional video treat and a simple celebration meal are also provided.

The program has been successful because of the dedication of the moderator and the staff. Below are samples of some of the forms and correspondence the school uses.

**SAMPLE**

**Early Morning Program**

To: Parents/Guardians  
From: School Principal

Beginning September 8, 1997, we will provide an Early Morning Program for Working Parents from 7:00 to 8:00 daily.

The children will meet in the school yard near the entrance to Stewart Hall. At 8:00 a.m., the children will go to the school yard, or to the gym if the weather is inclement. The fee is \$3.00 per family per day, payable on Friday of each week.

If you are interested in the program, please fill out the registration form below and return it to the school.

Thank you.

(TEAR OFF)

-----  
Early Morning Program for Working Parents  
Registration Form

Name(s) of Child(ren): \_\_\_\_\_

Child(ren)'s Grade(s): \_\_\_\_\_

Address: \_\_\_\_\_

Home Telephone Number: \_\_\_\_\_

Telephone Number Where You Can Be Reached

During Program Hours: \_\_\_\_\_

Emergency Contact Person's Name and Telephone : \_\_\_\_\_

Day(s) of Attendance: \_\_\_\_\_

Medical Facts We Should Be Aware Of (Explain): \_\_\_\_\_

I/We have read the notice concerning the early morning program and release the school and the principal from all liability and waive any claim against them.

Signature of Parent(s)/Guardian(s) \_\_\_\_\_

Child(ren)'s Name(s) \_\_\_\_\_

Grade(s) in September \_\_\_\_\_



**SAMPLE**

**After-School Program**

To: Parents/Guardians  
From: Coordinator, After-School Program

The after-school program at Our Lady of Lourdes School will begin on Monday, September 8, 1997. The program is held Monday through Friday from 2:40 to 5:45 in Stewart Hall on school days only. All of our students are eligible to attend. Children can be part of the program for one to five days. They are provided with a snack, supervised homework time, and games if time permits. Play clothes are a MUST on half days and Fridays.

Choir and/or school sports on school grounds are available to after-school program children. The cost of the program will not be affected by attendance at either.

The cost of the program is listed below. There is a \$10.00 registration fee per child. This fee must be paid in cash and is nonrefundable. Weekly fees are paid to the program secretary by Friday of each week.

Program Fees

One child, \$10.00 per day; two children, \$15.00 per day; three or more children, \$20.00 per day. On half days, there is an additional charge of \$5.00 per child.

A registration form\* for each child must be filled out completely in order to be registered. Please include two emergency contact numbers, in case we cannot contact you.

If you have any questions regarding the program, please contact me during program hours (2:40 p.m. to 5:45 p.m.) before the end of the current school year.

Please return the registration form with the fee by May 1, 1997.

We look forward to serving you as best we can.

*\*A sample of the registration form for this program is not included here, since it is similar in format to the one used for the school's early morning program (sample presented on p. 10).*

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*Submitted by Sister Josephine Barbieri, principal of Our Lady of Lourdes School in Queens Village, New York*

# **Ascension Catholic School Extended Care Program**

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**Melbourne, Florida**

The extended care program began at Ascension Catholic School in response to a need for the supervision of children after school in a safe and caring environment. This program was in operation for six years when we observed a further need to care for children whose parents dropped them off at school early in the morning before teachers and other school personnel arrived.

## **Morning Care Program**

In 1996, we initiated a morning care program, which is supervised by two extended-care staff persons. Two schedules are offered: 7:00 to 8:00 and 7:30 to 8:00. The 7:00 program costs \$1.50 for the first child and \$1.00 for each additional child. The 7:30 program costs only \$0.50 per student, with a maximum of \$1.50 per family. Any student who arrives at school before 7:45 a.m. must attend this program. During the 1997-1998 school year, morning care enrollment tripled to 30 students.

The program provides a quiet atmosphere, so the children may finish homework, read, or do small crafts that the staff teach them.

## **After-School Care Program**

Members of the extended care staff pick up the younger children at their classrooms and escort them to their designated rooms to check

in. Older students come to their assigned rooms when their classes are dismissed, to check in with the director.

**Approximate Schedule.** The program operates from 3:00 p.m. to 6:00 p.m. on school days only. If there is a shortened day for any reason, the program begins when school lets out. At the end of the school year, the prekindergarten students get out one week before the rest of the school, and the program operates for these students all day during that particular week.

Normally, from 3:00 to 3:15, attendance is taken, students socialize, and those who wish may change into P.E. clothes/shoes. During the next 45 minutes, students do their homework in assigned rooms. From 4:00 to 5:30, there are special activities, or the students go to the playground. From 5:30 to 6:00, all students are inside, and the activity room is available to them.

Parents may pick up their children any time after 3:00. After 5:30, the number of students reduces greatly. Students are released only to authorized persons. When parents or unfamiliar persons want to check out students, they are required to present identification to the program supervisor.

**Snacks.** The school does not provide snacks to students; however, younger students usually bring a snack to eat or drink. Older students are allowed to purchase soft drinks from the machine if they wish. All students are allowed to drink water either inside or on the field.

**Activities.** Special activities include craft projects, quiet games, and videos, if it is raining or too cold to go outside. The activities rooms are supervised by staff members and are stocked with such items as books, games, coloring materials, and puzzles. The prekindergarten students are supervised by staff members separately from the older students.

The art room is furnished with art and craft materials and is supervised by a staff member. The homework rooms are also supervised by staff members, and an atmosphere of quiet is maintained during this period.

The playground area is large and spacious and well equipped for children of all ages. Several staff members are in attendance while the children are playing. Activities are staggered so that all students will not be at the same activity at the same time.

**Enrollment.** During the 1996-1997 year, the school served 2,855 students in the morning care program and 17,642 in both the morning

and after-school programs. In 1997-1998, there was a threefold increase in morning care and about 20 extra students in after-school care.

There is a high demand for this program, and we continue to find ways to better serve the students who need it.

### **Student Rules**

1. Profane or inappropriate language is prohibited.
2. Any action that shows disrespect for others is not permitted.
3. No fighting is allowed.
4. Vandalism of school or private property is not tolerated.
5. Students may not throw objects of any kind indoors.
6. Running is not permitted on the stairs or in the halls.
7. No child may leave an activity without permission of the supervisor.
8. Children are expected to speak and act with respect for everyone.
9. No talking back is allowed.

**Registration.** Before a child is permitted to participate in the program, the parent or guardian must complete a registration form. Emergency information noting any special health problems that might need attention or monitoring is kept on file. Parents/guardians are called in cases of emergency or when children should be sent home. All existing school rules with regard to the distribution of medications are in operation in this program.

Conferences with parents are requested when needed for disciplinary or other reasons. We believe in maintaining good communication with parents, listening to their concerns and recommendations and explaining our procedures to them.

**Staffing.** We have eight full-time staff members, including the program director. The director has been with us for nine years. She sets up the program in consultation with the school administration. She sits in on interviews to hire new staff members, assigns them their duties, holds staff members accountable, meets with parents to listen to their concerns and to discuss problems. She collects program fees, which go to the school bookkeeper, and works out disciplinary procedures for the students and procedural rules for the staff members. The director also keeps records of all students and staff members.

**Staff Qualifications.** All staff members are trained by the Red Cross in CPR and first-aid procedures, and they have training in blood-borne pathogens. In addition, many have Health and Rehabilitative

Services training for children with special needs and are knowledgeable about developmental practices for young children.

The program director has the following accreditation and training: Certificates in professionalism, program management, and postsecondary adult vocational child care supervision from Brevard Community College and 1,000 hours of course training in vocational child care supervision.

**Staff Salaries.** The director's salary is \$8.16 per hour. Each staff person receives a beginning salary of \$6.00 per hour and obtains an annual increase of 2.5 percent. If any person is needed for less than the normal three hours a day, he or she still is guaranteed the full daily payment.

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*Submitted by Sister M. Joseph Barden, principal, Ascension Catholic School, Melbourne, Florida*



# **St. Rita School Extended Day Program**

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**Dallas, Texas**

A successful extended day program begins with planning for, and meeting the needs of, the students. The atmosphere of a school during regular school hours is different from the climate of an after-school child care program. The children and staff should be fully aware of changing perspective: The students' needs shift from academics to parental nurturing after school. The child-care giver is responsible for meeting those needs and for providing guidance. As children grow in the program, their needs change and the climate should be adjusted on a regular basis so that the perspective of the program remains well-rounded to meet the demands of children at all different levels of growth. All age groups interact in this environment, and it is successful when the staff's objectives are promulgated to each other, to the administration, and to the parents and students.

Attention is paid to the students on the basis of a structure that is different from instruction given during the school day. First of all, they are hungry and emotionally active. They have just spent the last eight hours of their day sitting in a classroom, and their first instinct is for release and movement. Times and schedules are needed to keep the staff aware of the daily plan, yet it should remain flexible in accordance with the emotions of the students walking into the program.

It is important to have a period of relaxation, and that can be addressed during snack-and-chat time. All students have a chance to

unwind and talk about their day with each other, not unlike what a family would do when they all arriv  home from their day at school or work. Students' age levels vary, and the time needed for this engagement may vary. For example, the middle-school children may require a few minutes to eat and more time to sit and chat, while the children in the primary grades need more time to eat and far less time to chat. Students' need for movement is different as well. After snack-and-chat time, middle-school children are settled enough to do their homework, while the primary children continue to require a sense of movement. The best defense is a great offense. At this time of day, it is best to separate the different levels of students. Allow for a quiet place within the school for students with homework and an active place for children in the lower grades whose homework is less complicated and can be completed in a short period of time. In either environment, able staff are required for the goal of meeting the students' needs. A common ratio of staff to child is 1:8, and communication between activity areas is imperative.

Secondly, as time rolls along in the program schedule, all the children's needs change. Some become tired, while others become more active. The activities of the day should be set with the children. Some activities may vary, and additional resources may be needed. For example, when the majority of the children have completed their homework and are ready for a more active setting, a larger area or outside setting should be available, while a quiet area should still be available for students who require more time to complete their homework. Spreading out the staff among all the areas where children are is a great offense when it comes to meeting this goal. Splitting a room into sections with staff support is helpful. For example, have a room for games and toys, a section for quiet homework, two outside areas for active play, and an area for computer games or movie time. All of these areas include activities that children could find at home, and they are part of the students' daily life as an extended day family.

Interaction among the students is a great resource. The children in an after-school program grow like a family. Each year the majority of the children return and their personal involvement with each other strengthens. It is great to see the mingling of different-aged children and the genuine assistance it brings to the program. On occasion, the professional staff may be short-handed, so the older children assist in many ways, including helping the younger children with homework

or helping out at snack-and-chat time. It is important to make the extended-day time a children's program and to allow them to set the tone. They often let you know about situations or changes they feel are important. This is an asset because it allows the director to watch for, and be aware of, the current needs of the children.

As the center of the program, the director is responsible for seeing that all the children's needs are met through the hired staff. All programs should have set guidelines and registration policies. It is impossible to run a program without all the objectives being understood by the entire staff, the administration, and the families involved in it. Staff should be consistent with the guidelines while keeping them from becoming rules. Although set rules are part of the program, if the guidelines have a heavy attachment to the rules, it will be difficult to have the freedom to expand the guidelines.

Once the general policies are in place, all those involved in the program should have these procedures communicated to them. Even the children should take part in the creation of responsibilities for their environment. They are going to be in many different areas of the school, and it is helpful to them to know what is expected of them in each area. The faculty or staff could be in different areas of the school on a given day; thus, their knowledge of all the guidelines is imperative for a smooth-sailing day. The director has the awesome responsibilities of seeing that all children and parents are content and that administration and faculty are well informed. Being flexible and mobile is key to a successful program.

Lastly, the program's hidden work can build up quickly. This is an administrative position on a smaller scale. The hidden agenda for the director includes such items as payroll, billing, scheduling, and hiring. These are important tasks, yet none is more important than caring for the children. It is within the best interest of the director to set aside time to tackle these matters before or after the program hours. Success on these projects will lead to a happy environment for the children. Organization and business management are the professional goals for the director to strive towards in running an after-school program. Academic reinforcement and parental nurturing are personal goals the director and staff should develop in order for the children to be happy in the program.

## Program Description

**Hours and Schedule.** After-hour care is provided from school dismissal until 6:00 p.m. The program runs on all school days and half days. It closes on school holidays and teacher in-service days, and it is not available in the summer.

- Grades K and 1 — At the 3:20 dismissal from class, the children go to the art room or other large empty room for check-in and then have snack-and-chat time.
- Grades 2 through 8 — At the 3:30 dismissal from class, the students go to the library for check-in and then to the cafeteria for snack time.
- As the children finish their snack, they return to the library to begin homework or to the art room, where cabinets of activities and games are provided for those who do not have homework.
- The younger children head outside as early as possible and remain there for 15 to 45 minutes, depending on the weather. The older children remain in the library for as long as the majority of the students have homework. As they finish, they may go to the art room for activities and games. The outside time for the older children is usually held when most of them have finished their homework. This procedure allows most of the students to have time to play in the fresh air.
- All students return to the library a half hour before the end of the program. This allows for smoother pick-up procedures when the parents arrive.
- The library has computers, card games, and movies for all students to enjoy from the time that most of them have finished their homework until the end of the program hours.

**Meals.** Afternoon snacks include marshmallow treats, peanut butter crackers or bars, snack mix or chips, cookies, cupcakes, Pop Tarts, pretzels, or granola bars. One of these is served every day with a juice drink, and raisins or peanut butter crackers are available every day if a child does not like the snack of the day.

On half days, lunch is provided and a party is usually held with pizza and pop. The cost of the day does not change.

**Cost.** This program runs on a daily system. All prices are set for the day, week, month, and year. There is no hourly rate.

Registered student rates are as follows: daily, \$8; weekly, \$35; monthly, \$120; and yearly, \$1,150. The emergency drop-in rate for unregistered students is \$10 a day. Children of faculty and staff may use the service at no charge.

There are no fees for late payments, but there is a late fee of \$1.00 per minute for parents after the 6:00 p.m. pick-up time.

**Supervision.** The director's responsibilities include the following:

- Scheduling — weekly staff schedules, time cards, special events, monthly calendar, reservation of activity space, community service hours
- Records — registration, hiring, employment, payroll, book-keeping, billing, daily attendance, equipment, food and drink, receipts and deposits
- Communication — periodic meetings with the principal, conferences with parents, regular consultations with staff
- Shopping — food and drinks; equipment; items for special events, seasons, and holidays

Staff supervision of children includes following policies and keeping the director informed of any concerns; assisting with attending to children's individual needs and assisting with homework; aiding in the preparation of snacks and keeping toys and games organized; and sharing community space.

**Creative Approaches.** Our program utilizes the community within and around the school for support. We have an active plan with high school students for community service hours. These students tutor our children in homework or coach them in sports skills in exchange for service hours toward their high school diploma.

We have an outside company that uses our gym to provide a gymnastics class once a week for extended day students and any other interested students from our school. During the spring, the gym is available to us on occasion for activities and for casual use on a weekly basis.

We offer piano lessons in the music room for all interested students from the school. A private instructor comes on campus twice a week.

All Scouting programs run after school, and students may be released to attend their meetings. Also, a choir program is offered after school for all the students, including the extended-day program students.



Two computers are in the art room and four are in the library for the students to use on a daily basis. Athletic equipment is purchased regularly. Two playgrounds are available to the program daily, and a playing field is available at least twice a week.

No field trips are offered, but during all the holiday seasons, special events are planned for the children's enjoyment.

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*Submitted by Erin Mary Finn, principal, St. Rita School, Dallas, Texas*

# **Our Lady of the Wayside School Extended Day Program**

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**Arlington Heights, Illinois**

Our Lady of the Wayside School serves 675 students in preschool through grade 8 in the northwest suburbs of Chicago. Arlington Heights is considered an upper middle-income community, with the majority of households having two working parents. An increasing number of single-parent families in the community and the two-income households create a consistent yet growing need for child care. Our school's extended day program was initiated over 10 years ago to serve the school families in need of child care.

The program not only serves families already committed to the school, but also attracts new families who might not ordinarily consider a Catholic education for their children. Some of these are non-Catholic families and parents who work nearby but live outside this area. Currently the program cares for 75 children from about 60 families, although only about 25 to 40 of these students are served on any given day.

A certified teacher directs the program, assisted by one or more other teachers and/or paraprofessionals. High school and college students are hired to assist with small groups of children, as needed. These student workers are especially helpful in directing playground activities, assisting with snack time, and providing individualized direction for homework, board games, and art projects.

Before-school care begins at 7:30 a.m., with after-school programs continuing until 6:00 p.m. The extended day services were

established concurrently with the introduction of a full-day kindergarten option. These two programs enable us to provide high-quality, in-school child care for students as young as five years old. Students in the half-day kindergarten might use either the before-school or the after-school child care program only. The program operates on days whenever school is in session.

An unused classroom has been air-conditioned, carpeted, and furnished with tables and chairs, storage cabinets for games and toys, bean bag chairs, computers, video games, and a video player for the extended day program. Arts and crafts projects are on display as well as various activity centers, fish tanks, gerbil cages, and the like. On days when the number of students participating exceeds the comfortable capacity of the room, other classroom facilities are utilized, including the adjacent art and music classrooms and the library media center. Under adult supervision, students often participate in preparing the snack and use the kitchen for cooking projects.

Every afternoon session includes free play, homework time, and a snack. Outdoor playground time varies by season and weather. Available after-school activities such as intramural sports, introductory French and Spanish, Scouting activities, choir rehearsal, piano or guitar lessons, and even a "Young Rembrandts" drawing course provide still more alternatives for those interested.

Two unique elements of the Wayside program are the summer day camp and a recently added "Kindergarten Plus" feature. Many parents have great difficulty making arrangements for summer child care. We have found it efficient to extend the child care service through the summer months by creating a day camp for parish children and extended day families. Facilities are utilized and generate income rather than be left vacant during summer months. The summer program also provides teachers, paraprofessionals, and student aides with supplementary employment during the off-season. Park-district swimming pools and playgrounds provide an excellent extension to school and parish buildings. Creative planning of activities provides a stimulating and enjoyable diversion during the summer months, and a wide array of field trips extend the program beyond the local community. The bowling alley, water slides, nature centers, and amusement parks are just a few of the possible sites for such outings.

As demand for full-day kindergarten has increased, the need for extended child care for five-year-olds has become evident. To accom-

moderate families seeking child care rather than a full-day academic program for their kindergartners, we recently introduced Kindergarten Plus. Students registered for afternoon kindergarten can attend the program's morning hours, under the supervision of a part-time paraprofessional using the extended day facilities. These children have additional art, music, and physical education activities in the morning, in addition to having regular academic instruction in the afternoon. This new program has resulted in increased kindergarten enrollment, since it uses class assignments in the less-popular afternoon kindergarten period to provide service for families who need their child in school all day. We have been able to enroll students from our full-day waiting list who might have opted ultimately for other school and child-care arrangements.

The extended day care program of Our Lady of the Wayside is designed to expand and enhance the services that we can provide for our school families. We listen to the school families to assess their needs, and we adapt the program, facilities, and resources to match those needs. This has resulted in a successful program which continues to evolve in service to our children and their parents.

Below are sample forms the school uses for the extended day, Kindergarten Plus, and summer camp programs.

**SAMPLE**

Extended Day Program

Our Lady of the Wayside School offers an extended day program for registered students who require care before and/or after regular school hours. The program will be in operation on full days of school during the school year.

Morning Hours: 7:30 a.m. - 8:15 a.m.  
 After-School Hours: 3:10 p.m. - 6:00 p.m.

Cost: \$30.00 Registration Fee  
 Mornings \$19.00 per week  
 Afternoons \$50.00 per week

Discounts: 10% discount for each additional child

Payments: Billing statements are mailed out bimonthly, to be paid within seven days. Hourly rates are not available.

Supervised Activities: Snack Time, Quiet Time, Computer Time, Homework Time, Craft Time

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 Registration Form

Child(ren)'s Name(s)	Sex (M or F)	Date of Birth (Month Day Year)	Grade
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Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Home Telephone \_\_\_\_\_

Mother's Name \_\_\_\_\_

Work Phone \_\_\_\_\_ Home Phone \_\_\_\_\_

Father's Name \_\_\_\_\_

Work Phone \_\_\_\_\_ Home Phone \_\_\_\_\_

Emergency Contact Person \_\_\_\_\_

Phone Number \_\_\_\_\_ Relationship \_\_\_\_\_

Attached is my nonrefundable registration fee of \$30

Signature of Parent \_\_\_\_\_ Date \_\_\_\_\_

Amount Paid \_\_\_\_\_ Check Number \_\_\_\_\_

## **SAMPLE**

### Proposal for Kindergarten Plus

(To accommodate persons on waiting list for full-day kindergarten)

Prior to the opening of registration for new parishioner families and non-parishioners, the full-day kindergarten is filled and has a waiting list. Some of these families require child care and might be forced to select other school options if they cannot receive this service.

Academically, the full-day program is designed to meet the same objectives as the half-day program. Most families who select the full-day kindergarten do so for child-care issues rather than for academic or program reasons. By offering an additional half day of child care through our extended day-care program, we would be able to meet the needs of most of our waiting-list families.

Ordinarily, morning half-day kindergarten enrollment fills, with remaining space left in the afternoon program. If the kindergarten child-care session were held in the morning, it would help to fill potentially empty afternoon-kindergarten spaces.

#### Financial Considerations

Differential between half-day and full-day tuition: \$780

Differential between one child + kindergarten rate and two-children rate:  
\$276

Approximate hours of program (8:15 to 11:45): 3.5 hours

Number of school days: 180

Approximate rate of pay: \$8 to \$9

Budget for staffing: Up to \$5,670

Additional budget needed: None

Number of students needed to break even: First child - 7;  
second child - 21

#### Space Considerations

By using the existing extended day-care room, no additional space would be required.

#### Staffing Considerations

The program would be staffed by one part-time aide. The participating children would be offered extra library, computer, art, and music time as well as outside playground time, as weather permits. Students would have lunch recess at the same time as the regular full-day session students.

## SAMPLE

### Summer Camp Program

Our Lady of the Wayside's Summer Camp program will be in operation from 7:30 a.m. to 6:00 p.m. and is open to all Wayside parish children entering kindergarten through sixth grade.

The program will provide a snack in the morning and in the afternoon. Children must bring a sack lunch including a beverage.

Many activities are planned for the children. A calendar of field trips will be sent soon to those who have registered.

The day will be structured for the children as follows:

7:30 - 9:00	Drop-Off Time
9:00 - 9:30	Morning Snack
9:30 - 10:30	Art Activity or Group Games
10:30 - 11:30	Outside Play
11:30 - 12:30	Lunch
12:30 - 1:00	Rest/Quiet Time
1:00 - 4:00	Pool/Organized Group Games
4:00 - 5:00	Afternoon Snack
5:00 - 6:00	Group Games/Art Projects/Baking/ Movies/Outside Free Play

These times are approximate. We will make adjustments daily as needed.

The following activities are planned: field trips (for an extra charge), swimming pool, arts and crafts, indoor and outdoor games, and baking.

Fees will be based on the basic 10.5-hour day. Parents may sign up their children for a one-day week to a five-day week. We also have half-day fees, for which parents must commit to at least two days per week. Hours for half days are 7:30 a.m. to 12:30 p.m. and 12:30 p.m. to 6:00 p.m. There are no hourly rates. Because of the time involved for some of our activities/field trips, there will be days that cannot be used as half days.

The registration fee is \$35.00 per family. The rates are below.

#### One Child

5-day Week	\$ 110.00
4-day Week	96.00
3-day Week	78.00
2-day Week	55.00
1-day Week	29.00

The second-child rate will be approximately 10 percent less than the first-child rate.

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*Submitted by Peter A. Tantillo, former principal of Our Lady of the Wayside School in Arlington Heights, Illinois; currently, school leadership consultant, Archdiocese of Chicago*



# **St. Hedwig Elementary School Extended Care Program**

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**Wilmington, Delaware**

St. Hedwig Elementary School's Extended Care Program began its 11th year in September 1998. What began as a group of 8 children in one room of the basement of the convent has grown into a comprehensive program with 70 registered children, a full-time director and 15 program aides. We now offer before- and after-school care to children in grades K-8 and full-time care to children who attend our half-day early childhood program. We strive to meet the needs of our working families by offering care on early-dismissal days and during Christmas and Easter vacations.

In 1995 the program was expanded to include a full summer-camp program that is available to our school families and to families from our community. This program is extremely popular and reaches its capacity of 50 campers early. Unfortunately, we even have been forced to turn away several families.

We strive to provide a safe, stimulating environment for our children as we try to help meet the needs of our many working families. Although we must maintain discipline and order within the program, extended care is not school. We attempt to provide an atmosphere more similar to a home environment, where children of different ages interact and help each other. In fact, our extended care program really does become a family environment for many of our children. Many of our program aides are high school and college students who have graduated from our school or are members of our

parish. Many of our adult workers are parents of current or past students. There is a definite friendliness among the workers, the children, and their parents.

**Staff and Responsibilities.** As our program has grown, the record keeping and bookkeeping aspects have grown along with it. We have found it useful, therefore, to remove these tasks from the director. Her responsibilities are to hire and supervise staff, develop the program, plan activities and special events, and deal with the behavioral issues of the children. We feel it is important that she also does not have to deal with fees and late payments. When she sees the parents at the end of the day, she is able to discuss their children and not deal with the finances.

The school bookkeeper handles billing and bookkeeping. Children must be registered, and parents sign a contract. Separate rates are available for full-time, part-time, and occasional usage of the program. We do ask that parents choose their rate and make payment regularly based on the time they have scheduled for care, regardless of their child's actual attendance. This removes the need for constant tallying of hours, absences, and so forth.

One of the greatest challenges of our entire program is staffing. We are happy to have high school and college students work in our program but are very particular about whom we hire. We expect the aides to be responsible and mature. They are role models for our children and must recognize the importance of their work. This job is not baby-sitting; we have had to terminate several employees who did not understand that they were expected to do more than "watch" the children. I fully expect these workers to engage the children in fun, wholesome activities and to participate with them. It is sometimes difficult to find adults who are willing to work the program's hours. Most mothers prefer to work during the school day, not after. I also think the position requires a special personality to tolerate the children's activity level. I do not want the program to become structured, however, with the children sitting quietly at tables.

**Before- and After-School Programs.** The before-school program is definitely the least-structured time of the day. This program opens at 7:00 a.m., with children arriving continually until school begins at 8:00. Many children arrive with breakfast in hand. During this time the younger children usually watch morning television or they color. The older children spend their time reviewing homework (sometimes finishing homework) or visiting quietly with friends.

The after-school program begins after dismissal at 3:00 p.m. and ends at 5:30 p.m. The children are escorted to the extended care facility next door, and it can be quite chaotic. They are usually eager to tell the aides news about their day and to ask questions about our plans for the afternoon. It is similar to a large family of children who arrive home and all scramble for Mom's attention.

Next it is time to change into play clothes, have a snack, and restart the day. Our students are divided into small groups by grade but have many opportunities for intermingling. In all but the most bitter weather, we try to get them outdoors as quickly as possible to release their pent-up energy. Obviously, sports, active games, and trips to the neighborhood park are most popular. This time outdoors is particularly important during the winter months, when it gets dark early. Many of our students leave their home in the morning darkness and get back home after dark for dinner. It is crucial to get them outside in the daylight. Once back inside, we still keep them busy with crafts, cooking, board games, and homework.

One of the greatest challenges of any before- or after-school program is dealing with the constant flow of children. We may begin an activity after school, and every 10 minutes a different parent will arrive to pick up a child. This is particularly difficult for the younger children, who do not like to be pulled away from an activity. Again, we strive to meet these family needs by beginning lengthy activities early in the afternoon and by being sure to let the children we know will be leaving early go first. Many times we will do an activity over several days, to be sure everyone gets a turn. We know that parents are eager to get their child and go home, and we neither want to hold them up nor to disappoint the child.

**Half-Day Program for Early Childhood Students.** Our extended care program for our early childhood students is different from the regular program in many ways. St. Hedwig School offers a half-day early childhood program for three- and four-year-olds that meets either in the morning or the afternoon. Our extended care program is available to these children from 7:00 a.m. until 5:30 p.m. This program is housed in the same area but in three separate rooms. These students spend the bulk of their day at extended care, and their time is spent having lunch, stories, naps, directed play, free play, playground time, and so on. We cut, color, paste, play, pretend, and sing. These children have a loosely scheduled routine, but again, this is not school. We try

to support and enhance the early childhood program but in a more casual and relaxed environment.

We are active, we are busy, and some say we are nuts. We really have a tremendous amount of fun. Just like in a family, there are good days and bad days; there are fights and there is making up. The big kids sometimes pick on the little ones, and the little kids aggravate the big ones. Also, just like a family, we deal with it.

I hope that the children in our program benefit by learning how to get along with different people and learning how to solve their problems. We stress kindness above all things and try to follow the Golden Rule.

### SAMPLE

#### Extended Care Program Rates—Grades K to 8

##### Before-School Care

First Child	
arriving before 7:30	\$2.50 a day
arriving after 7:30	\$1.25 a day
Second Child	
arriving before 7:30	\$1.25 a day
arriving after 7:30	\$0.75 a day

##### After-School Care

Pick-up Time	Weekly	Daily	Second Child
Before 4:00 p.m.	\$20.00	\$4.50	\$15.00/\$3.00
Before 4:30 p.m.	\$25.00	\$5.50	\$20.00/\$4.00
Before 5:00 p.m.	\$30.00	\$6.50	\$25.00/\$5.00
Before 5:30 p.m.	\$35.00	\$7.50	\$30.00/\$6.00

A registration fee of \$10.00 per family per year is due payable upon registration for extended care.

Once a rate is agreed upon, it becomes a salaried amount. Parents are not charged extra for weeks with half days or early dismissals due to inclement weather. Parents may not reduce their payment for weeks with school holidays or for times when their child is ill. Rates are adjusted for weeks when school is closed for three or more days and for any child who misses an entire week of school due to illness.

Occasional users who do not pay a salaried amount are charged \$3.50 per hour for service before 3:00 p.m. on half days and the additional daily rate after 3:00 p.m.

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*Submitted by Diana Rykaczewski, extended care director, St. Hedwig Elementary School, Wilmington, Delaware*

# **Home Away from Home: Corpus Christi School Extended Care Program**

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**Piedmont, California**

As a member of a Catholic institution, I guess it is appropriate to introduce the genesis of our extended care program by saying, “In the beginning . . .” (actually, it was in the late '80s), we found that more and more families had two parents working outside the home. In fact, the results of a parent survey showed that out of approximately 215 families, only 60 families still had a nonemployed or partially employed parent at home. So, in 1987, the school board responded to the needs of these school families by approving funds to hire professional care to implement an after-school program.

Renovation of some storage rooms and seldom-used shower stalls became the foundation for a permanent facility. In the meantime, any free space, such as the science lab, the library, the auditorium stage, and the schoolyard, was utilized depending upon the activity of the day. Construction was completed in time for the 1988-1989 school year. The school administration and board preferred that the program be handled in-house. The principal hired me as director to build up the program, supervise staff, handle the billing, and to plan, implement, and supervise age-appropriate curriculum. As a long-time parishioner and active parent volunteer, with an administrative background and preschool teaching experience, I can provide a strong commitment to the parish/school community.

In looking back, I treasure those good old days with no more than

20 students and a teacher aide. It was a time for dreaming, planning long- and short-term goals, creating a parent handbook, and interacting individually with the children. The children could always find a free lap to sit on or a person to read their favorite book to them.

Our philosophy was to create a nurturing and safe “home-away-from-home” environment where the staff’s primary concern was the emotional and physical well-being of each child. We hoped to provide a positive after-school experience with recreation and enrichment activities available to meet the needs of every student. Within the larger extended-family environment, staff would look to provide individual attention to enhance students’ self-esteem, which would result in cooperative play and a positive attitude about sharing and caring for each other in a group setting. With a clear philosophy and goals and a diverse curriculum, the program and staff expanded as enrollment increased.

Initially, our hours were from 11:00 a.m. until 6:00 p.m. At that time, all kindergartners who needed extended care were placed in the morning class. When the demand from a greater number of prospective school parents exceeded the number of kindergartners in the morning class, the decision was made to have care available from 8:00 a.m. until 6:00 p.m. For some children, this meant being on the campus for 10 hours a day. The expanded hours motivated our staff to be especially sensitive to the needs of these younger children as the day wound down. Today, 24 of the 32 kindergartners are registered in the program, and there are 137 students enrolled, with 112 of 225 families participating. Daily, we see an average of 65 students on a contracted or drop-in basis.

Our program is an extension of the overall school program at Corpus Christi and is under the supervision of the school principal. The program director is selected by the principal, who also has final approval in the hiring of all extended care personnel. The principal and the director feel it is important to meet frequently to discuss program issues and student concerns and to give input towards financial planning and budget matters. As director, I appreciate being invited to attend faculty meetings and professional in-services when applicable.

Each parent receives an extended care handbook, which covers the philosophy and organizational structure of the program, all policies and procedures, student behavioral expectations, and parental responsibili-



ties. It is an ongoing document with administrative and parental input. Communication to parents and to the school, in the form of a newsy *Day Care Currents*, allows us to answer the age-old question “What did you do today?” and presents a wonderful opportunity to promote our program.

The facility opens at 8:00 a.m. and is available only for the split sessions of kindergarten through 3:00 p.m. Students in the afternoon kindergarten may enter the program any time before noon and are escorted to the kindergarten classroom at noon. Students enrolled in the morning kindergarten are picked up from their classroom and brought to the extended care facility. This ensures a safe transition for our young students and input from their teacher about how their day went. Both split sessions of extended care for the kindergartners have a diverse and age-appropriate curriculum, which is planned by the morning head teacher under the guidance of the director. Creative works emphasize the process and not the final product through free-form and hands-on experiences. Activities include arts and crafts, outdoor recreation, building, cooking, storytelling, reading books, board games, puzzles, and manipulatives. Pretend play (the ultimate child’s emergent curriculum) is a daily staple, and opportunities for music instruction and dance movement are also provided.

A typical day for afternoon kindergartners, who arrive before class starts at noon, begins with a warm greeting and signing in, putting belongings and backpacks into their personal cubby, greeting friends, and engaging in free play or participating in the creative activity for the day. A mid-morning snack is followed by outdoor recreation, which is followed by story time and a rest period. (Heaven forbid we should call it nap time!) The children then eat their lunch, engage in “kids say the darndest things” conversation, and get ready for class. The morning kindergartners end class at 11:15 a.m., and the first thing we plan for is indoor or outdoor large-motor play to release all that wonderful energy. This 45-minute period is followed by lunch, story time, a rest period, and then a choice of free play or the planned art activity. These children have their snack just before school lets out, so they can interact with their peers and not be overwhelmed by the older students.

The after-school program for grades 1-8 and for kindergartners getting out of class begins at 3:00 p.m. and ends at 6:00 p.m. when the center closes. These students join those kindergartners who have



not been picked up by 3:00 p.m. To ensure the safety of students not enrolled in our program and of those who have not been picked up by 3:30 p.m., the extended care staff do a yard sweep of the school premises, and the children are signed into the program. On minimum days when school lets out at 12:30 p.m. for teacher in-services, the extended care facility is open until 6:00 p.m. The program is not in session during holiday breaks or summer vacation, when school is closed.

Families have the choice of a contracted or drop-in schedule. A contract of specific hours on specific days guarantees a child's place in the program and enables us to adequately plan for staff supervision, snacks, and materials. In order to contract, a child must be in the program a minimum of five full hours per week, and days and hours need to be consistent for the month. Families may contract for the year or change their contract at the beginning of each month. The contract rate is \$2.90 per hour, with a \$2.40-per-hour rate for each additional sibling. We offer a drop-in service for families needing occasional drop-in or emergency use, and that rate is \$3.90 per hour. There is an annual family registration fee of \$25.00 and a \$25.00 snack fee, per child, due each semester. There is a \$1.00-per-minute late fee for a child picked up beyond 6:00 p.m. Extended care tuition is postpaid and is paid separately from the school tuition. Our program is self-sustaining and is independent of the school budget.

All programs within the Oakland diocese try to adhere to the recommended diocesan guidelines for extended care programs, which are based on the State of California's guidelines. We therefore follow the recommended staff-to-student ratio of 1:14, although ours is closer to 1:10. In our program, teachers' starting salary begins at \$10.00 per hour, which is comparable to that of similar programs in this area and enables us to keep quality teachers and to establish continuity within the program. Staff working 20 hours or more are entitled to benefits. Teacher aides begin at \$6.50 per hour. It is desired that teachers have a minimum of 12 early childhood units or equivalent educational units. All have experience working with school-age children. Staff must be 18 years or older.

Staff members receive a personnel manual upon hiring, which describes their responsibilities, teacher expectations, and program policies and procedures. A full day of staff orientation and training, prior to the start of school, is mandatory. Goals, curriculum, super-

vision, safety, and emergency procedures are reviewed. Monthly staff meetings are held during the day, prior to the start of the program. These are also mandatory, and staff are paid if not already on-site. Staff members are encouraged to pursue professional growth. Newly hired personnel are evaluated twice a year and returning employees, once a year. Our end-of-year meeting includes a program review for fine tuning and setting goals for the following school year, followed by a much-needed and deserved luncheon or dinner. The ongoing development of staff morale and teamwork is an integral part of our goal towards maintaining a happy working environment.

Having staff that reflect our society in gender, age, and ethnicity is of great value in the daily lives of our children. A U.C. Berkeley graduate, the morning head teacher is responsible for creating an age-appropriate curriculum for kindergartners. Because of the smaller group of children, she is able to work independently and does a wonderful job of providing opportunities for the children to explore their environment and develop their skills through creative experiences and imaginative play. The head teacher for the after-school program, along with two teacher aides, plans and coordinates the day's recreational activities. His background includes years of preschool teaching and teaching in summer science and nature camps, working with large groups of elementary school-aged children.

One of the teacher aides is a male college student and a Corpus Christi graduate. As a former high-school varsity basketball player, he shares his skills with the students and is our "official" referee during scrimmages. The other teacher aide is our official "grandma," whose eight children attended our school and who is also employed by the school for yard duty. Since the inception of the school's Capon Motor Development Program for kindergarten through grade 3, she had volunteered her services. On Sundays, she supervises toddlers and preschoolers while parents enjoy mass in peace and quiet. For kindergartners, she is a treasured link between the parish and school. Grades 5-8 have a separate program with their own teacher, who plans activities with their interests in mind, supervises their homework study time, and challenges them in computer play, as she is our resident computer whiz. Older students have the option of joining the overall program if they choose to participate in the day's outdoor sports and games or in the art class. They enjoy planning and assisting in holiday celebrations and special events.

We are truly fortunate to have a teacher on our staff, who majored in art and who plans creative art expression and crafts with a variety of mediums. She also teaches drawing, art history, and theory. If funds allow, I strongly recommend having a teacher solely for this purpose. It is difficult enough to find teaching personnel who love working with children; possess developmental knowledge; are experienced in planning age-appropriate curriculum in sports and recreation; can discipline children in a fair, positive, and consistent manner; and who can also develop and maintain open lines of communication with parents and students. We also want them to be artistic and creative. Our art teacher is a professional dancer in an Afro-Cuban group, which offers an opportunity for students to have multicultural dance and music experiences. She shares her percussion and drum instruments for instruction and “jam sessions” on Fridays. Each day’s art class is accompanied by classical, jazz, and rhythmic music in the background. Talk about inspirational art! Occasionally, the art students or the older children in the program will cook or bake the evening snack.

Our a.m. and p.m. head teachers play the guitar and trumpet, respectively, so the students are exposed to a very talented group of adults. Students have a wide choice of activities, including arts and crafts, indoor games, music and dance instruction and performance, outdoor recreation, cooking, science experiments, drama and storytelling, study period and computer use, and holiday celebrations. On minimum days, we often run a movie for variety, complete with popcorn. Occasional field trips are limited to the area, such as a nature/exercise walk through the neighborhood, a hike to the local village, or shopping for a cooking product at the nearby convenience store. Special events such as the Olympics; talent show; luau; Halloween haunted house; Easter egg hunt; birthdays; holidays; and multicultural celebrations through food, music, and dance help to round out our program.

A typical day for the after-school program is signing in after school dismissal, having a snack, and playing the adjacent gym until the school years is clear of cars. At 3:30 p.m., a general meeting is held to discuss the day’s activities. Children may go outside to enjoy the fresh air and free play, use the play structure, or play formal sports and do movement activities. They may also sign up for the daily art class, of which there are two sessions to accommodate all the budding

artists. Older students in the program participate in their own activity, do homework, play computers, or join the rest of the program as participants or helpers. At 4:30 p.m., children may come down to the center to start their homework or engage in free play and art.

Each extended care program differs with regard to homework policy, but it is the mutual decision of our staff and administration that children should enjoy nourishment, physical exercise, or creative expression before sitting down to do their homework. A quiet (as it can possibly be) area is designated for those children in the program until 5:00 or 6:00 p.m. After their 5:15 snack, there is more teacher-to-student interaction as numbers dwindle, followed by general house-keeping chores and the closing of the program at 6:00 p.m. At the end of the day, a very important piece of our relationship with parents is the daily, informal exchange of their child's progress and development.

As a member of the diocesan advisory board for extended care directors, I help to plan and present workshops and in-services for directors and their staff. Board members serve as a support system, sharing resources, parent handbooks, staff manuals, forms, and procedures so that a new director does not have to reinvent the wheel. Upon request, we do program observations and offer recommendations and a follow-up visit. Our own programs conduct periodic parental surveys for insight and refinement.

We have come a long way from the image of a babysitting service. Seeking quality caregivers and working together to provide a quality program in a safe and friendly environment, while promoting the self-esteem of each child, is our highest priority. We do not see ourselves in the role of surrogate parents. We consider the daily interaction between the staff, students, peers, and parents as that of an extended family.

There are only two lasting bequests  
we can give our children:  
one is roots, the other, wings.  
—Hodding Carter

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*Submitted by Liz O'Shea, extended care director, Corpus Christi School,  
Piedmont, California*

# **A Day in the Life of Damon MacCool: Day Care at St. Aloysius School**

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**Spokane, Washington**

His name is Damon MacCool, and he is known as the “Mayor of St. Aloysius School.” Damon is three years old, but he is not a typical three-year-old in the Educare (day care) program at St. Al’s. First of all, this blond-haired dynamo is as sharp as a tack, knows all of the staff by name, and has to be reminded that it is not proper to call the principal Rich. Second, he is not typical because he spends an entire day at the school. His parents work long hours, and his day at St. Al’s begins at 6:30 and ends at 5:30, so he sees the full gamut of our services.

Hanging up his backpack with his lunch and clean clothes is the first order of business for Damon. He needs clean clothes because if there is water on the playground, he will find it and most likely sit in it. Until 8:30 a.m., Damon and about 40 of his buddies play with their favorite toys, perhaps eat breakfast, or just hang out. At 8:30, Damon and some of the other children head over to the half-day morning session of our Montessori Preschool. Others remain in Educare until the afternoon preschool session.

During the morning, the Educare kids are kept active working on a reading project and either a science or an art project planned by our staff. These activities are repeated for the afternoon Educare kids. At 11:00, Damon and the other morning Montessori students return to the Educare area, and then we have about 40 little boys and girls ready for lunch in the cafeteria, an hour before the big kids (grades K-8) eat. At 11:30, all of the young children head out to the playground in

groups of 10 per adult. There is the usual play and sports equipment, with a huge grassy area that is perfect for games of tag or informal soccer. Damon's favorite activity is being pushed on the swing, and one of the teachers can usually be persuaded to go up and down the line of swings and keep them all going. In terrible weather, the gymnasium is used, but in Spokane, Washington, a downpour of rain is about the only thing that keeps the children in.

At 12:00, the children come back inside again, and the afternoon Montessori students leave. This is the hardest time for Damon—nap time. One staff member takes the younger children to a quiet, cozy place, and the bedrolls are taken out and faces and hands are washed. A story or two is read. Some of the children fall asleep instantly, but Damon thrashes and turns and tries every trick in the book to get up. Three out of five days, he falls asleep, and on the other days, he has a small stack of books to read and keep him busy.

Meanwhile, the older children are also in a quiet mode—they might be reading or drawing. Occasionally, a staff member will put a movie on the VCR, but movies are usually saved for inclement weather. One of the staff is at the end of the room reading books to those who cannot read.

At 3:00, organized chaos reigns as students from the preschool, the grade school, and the day care all come together on the playground. This is when fresh recruits from nearby Gonzaga University arrive and, along with the regular staff, lead the children in games and activities. Damon can usually be found running around with students three times older than he is, trying to kick a soccer ball or play football. Parents begin picking up students and follow our sign-out system for security.

We believe that having this high-quality day-care service is essential to the success of our school. Many parents would not enroll their children in our school if we did not offer day care. We charge \$2.25 per hour and prorate all charges on the quarter hour. Paying reasonable salaries (\$7.00 to \$9.00), keeping the ratio at one adult per 8-10 children, and having a director to oversee the entire program mean we do not make a very large profit from this program. Instead, we meet great young kids like Damon MacCool, the Mayor of St. Al's.

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*Submitted by Richard Shea, principal, St. Aloysius School, Spokane, Washington*



# **St. Martha Elementary School Extended Day Program**

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**Sarasota, Florida**

Extended day care, sometimes known as after-school care, is just that—an extension of the school day for those students who need care until such time when they can be picked up from the school facility. What type of program should we have for our students? “Variety is the spice of life” is a good rule of thumb for such a program. There should be variety along with some scheduled activities and/or programs designed to fit the interests of the various age levels.

Dividing the children in age groups works best for us. Of course, first thing is a snack and then some relaxation time. Then the children of middle-school age need a study period, and believe it or not, they really want a study period! This usually lasts about 50-70 minutes. Playtime is another must—and lots of it. Once again, these activities are scheduled differently for the various age groups. We have a good working relationship with the local YMCA, and often it will provide young adults to come to our school and teach soccer, field hockey, and other sports. Other adults in the community will come and teach needlepoint, arts and crafts, and so forth, sometimes on a volunteer basis but most of the time for a small stipend. Another very popular activity is gymnastics. The parents pay for these classes but are not charged for the hour or so for after-school care. The school can make some money by asking for some reimbursement from the gymnastics instructor for use of the gym facility.



There are many other activities to incorporate in the program either on a weekly or a monthly basis. This calls for some creative thinking on the part of the administrator and other staff members. After-school care needs to be a fun time for children of all ages. In this day and age of working parents, some children are at the school facility for 9-10 hours per day, so the personnel running the program must be extremely patient, energetic, and creative. The program needs to have plenty of large play equipment and quiet-time supplies (puzzles, paints, crayons, markers, drawing paper, high-interest-level books to read). The after-school program also is a great place for computers that have been replaced by new and faster models. Children can have fun as well as practice keyboarding and other computer skills.

All in all, the extended day program can be an enjoyable and a learning time for everyone. It certainly is another way we can “teach as Jesus did,” by providing a safe, happy environment for children. What a service to parents! At the same time, it brings in some additional revenue for the school.

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*Submitted by Carolyn Wheelock, principal of St. Martha's Elementary School in Sarasota, Florida*

# **St. Catherine School Extended Care Program**

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**Morgan Hill, California**

The St. Catherine School Extended Care Program serves the needs of the students enrolled in St. Catherine School, grades K-8. It is designed to provide quality care that promotes the students' spiritual, physical, cognitive, and emotional development in a safe and nurturing environment. Supervised recreational and enrichment activities and nutritious snacks are provided.

**Schedule.** The extended care program is open before and after school hours (7:00 a.m.-6:30 p.m.) on days when school is in full session and on minimum days. Extended care may be open on in-service days, as demand warrants, but it is closed on Thanksgiving and the day after, during the entire Christmas vacation and the winter and Easter breaks, and on any other holidays.

**Rates.** The before- and after-school rates for grade 1-8 students are \$188 for 4-5 days and \$133 for 2-3 days. The after-school-only rate for students in grades K-8 is \$173 for 4-5 days and \$118 for 2-3 days; the mornings-only rate for these students is \$58 for 4-5 days and \$38 for 2-3 days. For kindergartners, before- or after-school rates are \$173 for 4-5 days and \$118 for 2-3 days; before- and after-school rates are \$213 for 4-5 days and \$138 for 2-3 days. The rate for drop-ins is \$5.00 per hour or part of an hour.

The first child is charged the highest base rate; the second child, 65%; the third child, 50%; and the fourth child is not charged.

**Daily Sign-In and Sign-Out.** All students are required to be signed in and out daily. Students need to check in the program no more than 10 minutes after the school dismissal bell rings at 2:50 p.m. Extended care personnel are not allowed to permit students to leave with an unauthorized person. The person picking up the students must sign the student out daily on the proper form. A late fee of \$1.00 per minute is charged for any pick-ups after 6:30 p.m., and after that time, the extended care staff are not required to care for children and the facility is not available.

**Discipline Guidelines.** The St. Catherine School Extended Care Program follows the same discipline guidelines that are outlined in the school handbook. Discipline at the extended care program is considered an aspect of moral guidance. The purpose of discipline is (a) to promote responsible student behavior, (b) to provide an environment conducive to learning, and (c) to increase respect for duly-constituted authority and for peers. Students are expected to—

- Behave respectfully and courteously toward all teachers, adults, and students.
- Participate positively and be attentive to instruction.
- Respect school property, including books, toys, furniture, the interior and exterior of the school, bathrooms, and athletic equipment.
- Conform to school dress regulations, including codes for uniforms and for optional non-uniforms.

Extended care staff conference with students who violate the rules. Continual violations will result in time-outs, behavior notices sent home, and eventually dismissal from the program.

**Health and Safety.** The program urges all parents to keep the staff notified of any address or telephone number changes; this is for the safety of their child.

If a child has a minor injury, first aid is administered by a qualified person. The parents are notified when they pick up the child. If the injury is more serious, attempts are made to reach the parent. If the parent is not reached, the extended-care program staff will call the person(s) listed on the registration form. For all suspected serious back and neck injuries and for any serious accident or illness, the staff call 911.

Parents must notify the extended care staff in writing if their child is to be given medication while at the program. Parents should also

notify staff if there are medical or physical concerns regarding their child, such as physical limitations and food allergies.

**The Program.** The program goal is to offer a family-oriented atmosphere. The program provides professional care, supervision, daily snacks, and recreational and educational enrichment activities. Activities include but are not limited to indoor and outdoor play, arts and crafts, games, music, movies on Fridays for the primary/intermediate students and the older students, and homework supervision. The supervision offered does not replace that which is expected of the parents at home, and there is no guarantee that all homework will be completed during the extended-care program time. Also, children are allowed to attend the computer lab, when available. The older students usually go to the public library nearby to study.

The space used for the program is actually two classrooms divided by a folding curtain. The younger children are on one side, and the older students are on the other side doing their homework.

With the number of working parents increasing, the extended care program at St. Catherine has become a vital part of our school.

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*Submitted by Suzanne Rich, assistant principal, St. Catherine School, Morgan Hill, California*

# **Resurrection Parish School Extended Day Program**

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**Jacksonville, Florida**

The morning extension program of Resurrection Parish School is a free service and is staffed by a director, assistant director, and hourly workers. It begins at 7:15 and ends at 7:40, when teachers escort students arriving early to school from our social hall to their classrooms.

Homework sessions in the program are held by grade and age levels on Monday through Thursday of each week. Also, a craft is presented in each room, a volunteer mother presents an aerobics class (two 25-minute sessions), and a male high school student offers yard play Monday through Friday. Program students have a yearly service project for which they trim soup labels and collect and trim canceled stamps for school and church.

The grade levels eligible to participate in the afternoon extended day program are prekindergarten three-year-olds through grade 8 students. The afternoon program has the following fee schedule:

<b>Time</b>	<b>No. Pre-K Children</b>	<b>Rate</b>
11:00 - 3:00	1	\$110
	2	\$200
	3	\$250

*(continued)*

<b>Time</b>	<b>No. Pre-K Children</b>	<b>Rate</b>
11:00 - 6:00	1	\$150
	2	\$220
	3	\$290
<b>No. Grades K-8 Students</b>		
3:00 - 6:00	1	\$100
	2	\$180*
	3 or more	\$240*

\*If a pre-K student is included, add \$40 per month per child.

Drop-in service is available. If the service is used more than twice a week, the participant must pay daily charges. The hourly rates are as follows: one student, \$4.00; two students, \$4.50; 3 or more students, \$5.00.

Each month, the program director presents a bulletin board display that correlates with our school’s annual theme. This year’s theme is “Together We Can Make a Difference.” Using this theme as our focus, the director has set up some community alliances to help make the program more beneficial for our students and parents.

Our first alliance was made with the senior citizens’ home, Hurley Manor, which is located directly next to our school. Once a month we take a group of students to Hurley Manor for a sharing experience. During September of this year, for example, three- and four-year-olds participated in a Grandparents Talent Show. During October, second- and third-graders attended a Halloween party hosted by Hurley Manor residents, and students enjoyed making a craft supervised by the residents. Later in the year, students will go to Hurley Manor for a Gadget Day. Residents will explain the use of a thimble, hand-operated can opener, button hook, ice pick, etc. February is Pie Month. Fourth- and fifth-graders will visit Hurley manor to make pie crusts and hope to end up eating delicious cherry tarts. Shoe-tying skills will be shared with kindergartners and first-graders, and a resident who is blind will share her children’s braille books. Residents earn points, smiles, and love. Children earn new friends, develop “grandparent” ties, and enjoy the passage of time while they await the return to their own loved ones at home.

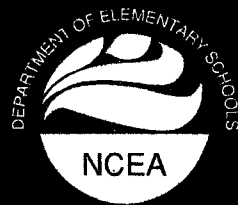
Our second alliance is with Jacksonville University, which is located across the street from Resurrection Parish School. Art a la Carte brings art projects from college students to the extended day program. Sculpture, dance, and instruments will also be shared with our students. Jacksonville University students will be offering to help tutor students during our homework sessions after school. The college students will be earning community service hours (50 required for graduation). Our students will develop local/community ties and will benefit academically from these very special role models. Jacksonville University also will supply the D.J. for our school dance.

Students know they are safe and loved in Resurrection Parish School's extended day program. We hope they consider us their "home away from home."

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*Submitted by Kathy Boice, principal, Resurrection Parish School,  
Jacksonville, Florida*





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