



# School-Age PQA Plus Extension Performance Report

Prepared for: O Neal Elementary  
(Boys and Girls Club of Poplar Bluff / Missouri AfterSchool Network)

Type: External Assessment

Date prepared: 11 / 5 / 2023



This report describes the results of a Program Quality Assessment (PQA). This introduction will give you an overview of what is contained in your performance report and how you might use it to plan for improvement.

When you are interpreting your performance report, here are a few tips to keep in mind:

- The performance data is given to help you improve your program.
- The conversations that you have with your site team regarding improvement efforts are most important.
- Comparisons against other data sets are available to give you context to understand your own scores.

Follow this suggested sequence for reading and interpreting your performance report:

1. Examine the domains, scales, and items presented in the report. Consider: What scales and items make up each domain? What are the instructional practices that are measured by the assessment?
2. Celebrate your strengths! Identify the items that you feel are successes in your program. What factors do you think contribute to these strengths?
3. What can you work on? After you have identified which items you think could use improvement, refer to the corresponding practice descriptions in the PQA. Reflect on what might be causing some of your scores to be lower than you would like and brainstorm what steps you could take to improve in this area.

If you have questions regarding your report, please do not hesitate to contact the David P. Weikart Center for Youth Program Quality: [scoresreporter@cypq.org](mailto:scoresreporter@cypq.org)

PQA scores range from 1.0 to 5.0. In general, scores can be interpreted as follows:



**Score of 1 = The practice is not in place**

**Score of 3 = The practice is available to a limited extent or in a less advanced form**

**Score of 5 = The practice is widely available and/or with great frequency**

**Scores between 4.0 and 5.0 are excellent in most categories. Scores between 1.0 and 2.0 can be a general cause for concern. Low scores on your performance report (relative to other scores in the report) may suggest areas of potential improvement.**

The scores on your report reflect one of two methods - self assessment or external assessment. Self assessment is a team-based process where multiple program offerings are observed and as a result of a consensus meeting, one set of program-wide scores is submitted. For external assessment, a trained, reliable external assessor will observe a single program offering and score a PQA based on the observation.

To complete the assessment, a rater may decide to mark certain items with an "X" or an "NS", as instructed in the instrument. A mark of an "X" indicates that a specific practice was not able to be scored during the program offering (e.g. Reframing Conflict if no conflict situation was observed). Alternatively, a site may decide in advance not to score specific practices because they are not relevant to the program offering (e.g. fire extinguisher in a virtual program) and mark with an "NS". Those items are excluded from the scale and domain averages, so as not to negatively impact the scores.

When more than half of the items within a scale are unscored, there is not enough available data to calculate a valid scale score. Similarly, when more than half of the scales within a domain are unable to be scored, there is not enough available data to calculate a valid domain score. Throughout this report, those situations will be identified by N/A.

This performance report presents scores at three levels - domain, scale, and item.

- Domain Scores** Each domain consists of a group of related scales. The first graph presents the domains associated with the PQA used.
- Scale Scores** Each scale is composed of specific items corresponding to evidence-based practices for that domain. The first table presents the scales that make up the domain.
- Item Scores** Items represent performance at the level of practice. The second table presents the scores for each item. While the item names in the report are abbreviated, you can view full practice descriptions in the appropriate version of the PQA.

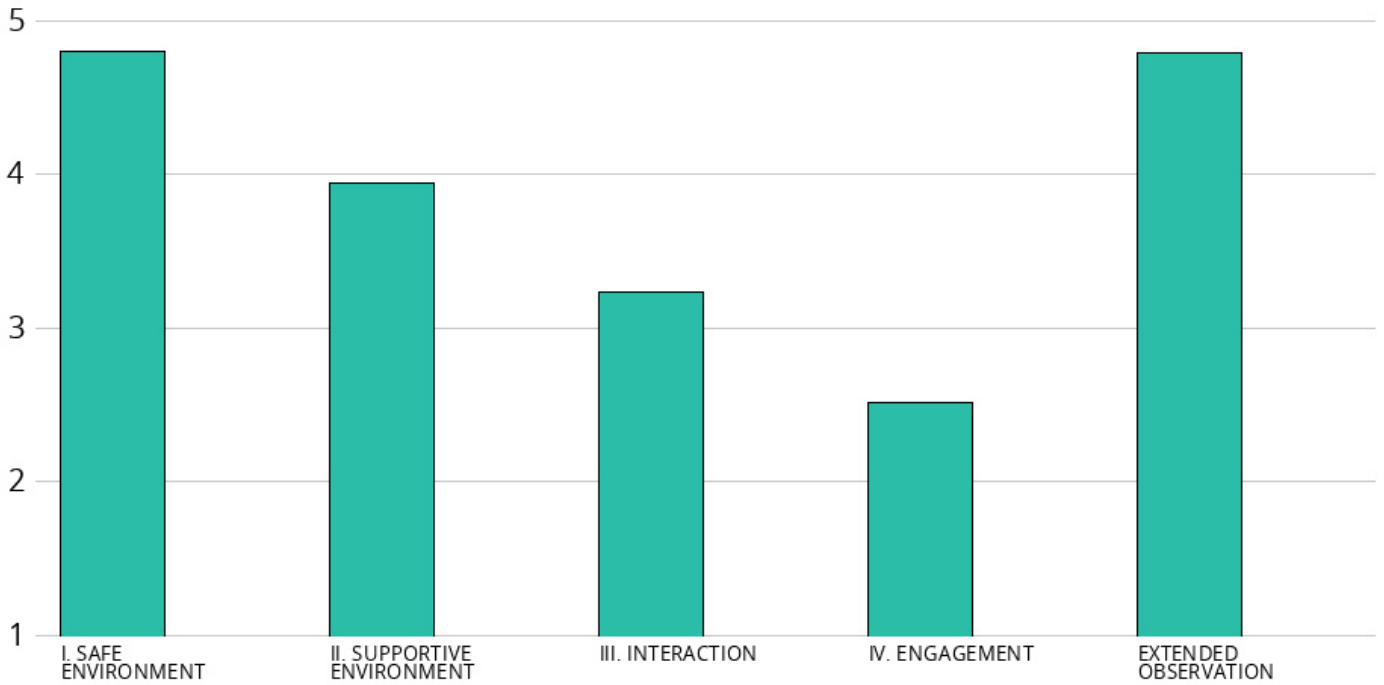
Scores are calculated using averages. Scales are averages of items and domains are averages of calculated scales. Each average is unweighted, meaning that each item and scale contributes equally to the overall average. The Total score at the bottom of the table is the unweighted average of the domain scores. For aggregate reports of multiple PQA entries (e.g. a network report), scale scores and domain scores are calculated for each entry separately and then averaged together.

**Figure 1. Sample performance report with labels**

|        |                              |                  |
|--------|------------------------------|------------------|
| Domain | <b>SAFE SPACE</b>            | <b>Score Set</b> |
| Scale  | <b>Emotional Safety</b>      | 2.00             |
| Item   | 1 Positive emotional climate | 1.00             |
|        | 2. Lack of bias              | 3.00             |

# Program Observation Summary

Score Set 1



## Observation Identification

Score Set # 1

**Tags:** External  
O Neal Elementary

## Observation Details

Score Set # 1

**PQA:** School-Age PQA Plus Extension  
**Date:** 10/27/2023  
**Forms:** 1 form  
**Offering:** Supper program, Power Hour (Tutoring, Homework Help, Math), Outdoor Fitness/Paper Kites, and Open Recreation

# Summary Report

## Score Set 1

### I. SAFE ENVIRONMENT

4.79

|                           |      |
|---------------------------|------|
| Emotional Safety          | 5.00 |
| Healthy Environment       | 5.00 |
| Emergency Preparedness    | 4.60 |
| Accommodating Environment | 5.00 |
| Nourishment               | 4.33 |

### II. SUPPORTIVE ENVIRONMENT

3.93

|                      |      |
|----------------------|------|
| Warm Welcome         | 4.33 |
| Session Flow         | 5.00 |
| Active Engagement    | 4.33 |
| Skill-Building       | 1.00 |
| Encouragement        | 5.00 |
| Child-Centered Space | N/A  |

### III. INTERACTION

3.22

|                         |      |
|-------------------------|------|
| Manage Feelings         | N/A  |
| Belonging               | 3.67 |
| School-Age Leadership   | 1.00 |
| Interaction with Adults | 5.00 |

### IV. ENGAGEMENT

2.50

|                     |      |
|---------------------|------|
| School-Age Planning | 1.00 |
| School-Age Choice   | 3.00 |
| Reflection          | 1.00 |
| Responsibility      | 5.00 |

### EXTENDED OBSERVATION

4.78

|                    |      |
|--------------------|------|
| Activity Structure | 4.33 |
| Homework Help      | N/A  |
| Recreation Time    | N/A  |
| Transitions        | 5.00 |
| Departure          | 5.00 |

# Detailed Report

## I. SAFE ENVIRONMENT

### Score Set 1

#### Emotional Safety 5.00

|   |                            |      |
|---|----------------------------|------|
| 1 | Positive emotional climate | 5.00 |
| 2 | Lack of bias               | 5.00 |

#### Healthy Environment 5.00

|   |                                   |      |
|---|-----------------------------------|------|
| 1 | Free of health and safety hazards | 5.00 |
| 2 | Clean and sanitary                | 5.00 |
| 3 | Adequate ventilation and lighting | 5.00 |
| 4 | Comfortable temperature           | 5.00 |

#### Emergency Preparedness 4.60

|   |                               |      |
|---|-------------------------------|------|
| 1 | Posted emergency procedures   | 5.00 |
| 2 | Accessible fire extinguisher  | 5.00 |
| 3 | Visible first-aid kit         | 3.00 |
| 4 | Appropriate safety equipment  | X    |
| 5 | Supervised indoor entrances   | 5.00 |
| 6 | Supervised access to outdoors | 5.00 |

#### Accommodating Environment 5.00

|   |                                    |      |
|---|------------------------------------|------|
| 1 | Sufficient Space                   | 5.00 |
| 2 | Suitable Space                     | 5.00 |
| 3 | Enough comfortable furniture       | 5.00 |
| 4 | Flexible physical environment      | 5.00 |
| 5 | (SA) Appropriately sized furniture | 5.00 |

#### Nourishment 4.33

|   |                           |      |
|---|---------------------------|------|
| 1 | Available drinking water  | 5.00 |
| 2 | Plentiful food and drink  | 5.00 |
| 3 | Nutritious food and drink | 3.00 |

## II. SUPPORTIVE ENVIRONMENT

### Score Set 1

#### Warm Welcome 4.33

|   |                              |      |
|---|------------------------------|------|
| 1 | Children greeted             | 3.00 |
| 2 | Staff warm and respectful    | 5.00 |
| 3 | Positive staff body language | 5.00 |

#### Session Flow 5.00

|   |                                 |      |
|---|---------------------------------|------|
| 1 | Starts and ends on time         | 5.00 |
| 2 | Materials ready                 | 5.00 |
| 3 | Sufficient materials            | 5.00 |
| 4 | Explains activities clearly     | 5.00 |
| 5 | Appropriate time for activities | 5.00 |

#### Active Engagement 4.33

|   |   |      |
|---|---|------|
| 1 | Children engage with materials or ideas | 5.00 |
| 2 | Children talk about activities          | 5.00 |
| 3 | (SA) Children make connections          | 3.00 |

#### Skill-Building 1.00

|   |                                      |      |
|---|--------------------------------------|------|
| 1 | Learning focus linked to activity    | 1.00 |
| 2 | Staff encourages youth to try skills | 1.00 |
| 3 | Staff models skills                  | 1.00 |
| 4 | Staff breaks down tasks              | 1.00 |
| 5 | Support for struggling children      | X    |

#### Encouragement 5.00

|   |                                    |      |
|---|------------------------------------|------|
| 1 | Staff uses non-evaluative language | 5.00 |
| 2 | Staff asks open-ended questions    | 5.00 |

#### Child-Centered Space N/A

|   |   |   |
|---|---|---|
| 1 | (SA) Well-defined interest areas              | X |
| 2 | (SA) Sufficient materials in interest areas   | X |
| 3 | (SA) Children's work displayed                | X |
| 4 | (SA) Children select displays                 | X |
| 5 | (SA) Open-ended materials                     | X |
| 6 | (SA) Easily accessible materials              | X |
| 7 | (SA) Thirty minutes interest-based activities | X |

## III. INTERACTION

### Score Set 1

#### Manage Feelings **N/A**

|   |   |   |
|---|---|---|
| 1 | (SA) Staff acknowledges feelings              | X |
| 2 | (SA) Staff asks children to explain situation | X |
| 3 | (SA) Helps children respond appropriately     | X |
| 4 | (SA) Children suggest solutions               | X |

#### Belonging **3.67**

|   |  |      |
|---|--|------|
| 1 | Opportunities for children to get to know each other | 3.00 |
| 2 | Inclusive relationships                              | 5.00 |
| 3 | Children identify with program                       | 3.00 |
| 4 | (SA) Structured small group activities               | X    |

#### School-Age Leadership **1.00**

|   |   |      |
|---|---|------|
| 1 | (SA) Practice group process skills        | 1.00 |
| 2 | (SA) Opportunities to help another child  | 1.00 |
| 3 | (SA) Structured opportunity to lead group | 1.00 |

#### Interaction with Adults **5.00**

|   |                                 |      |
|---|---------------------------------|------|
| 1 | (SA) Staff at eye level         | 5.00 |
| 2 | (SA) Staff works side by side   | 5.00 |
| 3 | (SA) Staff circulates           | 5.00 |
| 4 | (SA) Staff interacts positively | 5.00 |

## IV. ENGAGEMENT

### Score Set 1

#### School-Age Planning 1.00

|   |  |      |
|---|--|------|
| 1 | (SA) All children plan                 | 1.00 |
| 2 | (SA) Multiple planning strategies used | 1.00 |
| 3 | (SA) Share plans in tangible way       | 1.00 |

#### School-Age Choice 3.00

|   |                         |      |
|---|-------------------------|------|
| 1 | (SA) Authentic choices  | 3.00 |
| 2 | (SA) Open-ended choices | 3.00 |

#### Reflection 1.00

|   |  |      |
|---|--|------|
| 1 | Intentional reflection                       | 1.00 |
| 2 | Multiple reflection strategies               | 1.00 |
| 3 | Structured opportunities to provide feedback | 1.00 |

#### Responsibility 5.00

|   |   |      |
|---|---|------|
| 1 | (SA) Opportunities for routine tasks    | 5.00 |
| 2 | (SA) Staff do not intervene intrusively | 5.00 |



## Score Set 1

### Activity Structure 4.33

|   |  |      |
|---|--|------|
| 1 | Intentional learning activities                | 1.00 |
| 2 | Different types of activities                  | 5.00 |
| 3 | Physical activity                              | 5.00 |
| 4 | Time for free play                             | 5.00 |
| 5 | Time for physical activity                     | 5.00 |
| 6 | Communication of schedule and activity choices | 5.00 |

### Homework Help N/A

|   |  |   |
|---|--|---|
| 1 | Readily available                            | X |
| 2 | Actively support children in learning        | X |
| 3 | Productive studying and learning environment | X |

### Recreation Time N/A

|   |                           |   |
|---|---------------------------|---|
| 1 | Interacting with children | X |
| 2 | Positive supervision      | X |

### Transitions 5.00

|   |                         |      |
|---|-------------------------|------|
| 1 | Organized transition    | 5.00 |
| 2 | Procedure communication | 5.00 |

### Departure 5.00

|   |                                       |      |
|---|---------------------------------------|------|
| 1 | Organized departure process           | 5.00 |
| 2 | Constructive activities while waiting | 5.00 |
| 3 | Parents acknowledged and updated      | 5.00 |

# Supporting Evidence/Anecdotes

## I. SAFE ENVIRONMENT

### Emotional Safety

#### 1 Positive emotional climate

Boys and Girls staff greeted the students at the beginning of the program, "Hi, guys." Staff included all students and spoke to by name. The climate between children and staff was positive. No negative behaviors were observed between students.

#### 2 Lack of bias

No evidence of bias was observed.

### Healthy Environment

#### 1 Free of health and safety hazards

No health or safety hazards were observed.

#### 2 Clean and sanitary

All spaces were clean and sanitary.

#### 3 Adequate ventilation and lighting

There was adequate ventilation and lighting. The rooms were comfortable. No complaints were noted.

#### 4 Comfortable temperature

The temperature was comfortable. No complaints were noted.

### Emergency Preparedness

#### 1 Posted emergency procedures

Emergency procedures were posted in each area of the program (cafeteria, classroom, art room).

#### 2 Accessible fire extinguisher

Fire extinguisher(s) were observed in the cafeteria, classroom, and in the art room. All fire extinguishers had been inspected in August 2023 and were fully charged.

#### 3 Visible first-aid kit

A first aid kit was accessible by all program staff. It was located at the desk (monitored by a BG staff person. The classroom teacher stated available bandaids were located in her desk.

#### 4 Appropriate safety equipment

There were no activities observed that required specialized safety equipment.

#### 5 Supervised indoor entrances

Doors are locked. A BG staff person is assigned to the pick-up door. Indoor entrances are visible and are monitored by program staff.

## **6 Supervised access to outdoors**

A staff person is assigned to the pick-up door. Parents have signs for their child that are easily visible from inside. A staff person escorts students to the car. The staff person also had direct site-line to the outdoor playground space. 3+ staff supervise the playground area. Walkie-talkies are used by all staff members.

## **Accommodating Environment**

### **1 Sufficient Space**

There was sufficient space in the cafeteria, classroom, and art room for all activities.

### **2 Suitable Space**

The space was suitable for the program offerings. Cafeteria tables were used for supper space. Students gathered on the classroom rug with staff for the math activity. In the art room, students gathered at tables and chairs with the program staff.

### **3 Enough comfortable furniture**

There were enough cafeteria tables for all students. There was sufficient space for all students and staff on the classroom rug during the math activity. The tables and chairs in the art room were comfortable and at the appropriate height for the students. All students appeared to be comfortable and no complaints were noted.

### **4 Flexible physical environment**

Staff said tables could be moved in the designated "art room", if needed. There was ample space for all parts of the program.

### **5 (SA) Appropriately sized furniture**

Furniture was appropriately sized for all children.

## **Nourishment**

### **1 Available drinking water**

Water fountains were located in the hallway. Youth were observed being allowed to get a drink, but were always accompanied by a BG staff person.

### **2 Plentiful food and drink**

All students were served a supper meal at the beginning of the program.

### **3 Nutritious food and drink**

Components of the supper were nutritious: chicken nuggets, sliced squash, cranberries, milk, and dry cereal were served to all students. Several of the students also ate food that they had brought with them (Halloween candy from school party day).

## **II. SUPPORTIVE ENVIRONMENT**

### **Warm Welcome**

#### **1 Children greeted**

Some students were greeted "Hi, guys"; some children are greeted but not all.

## 2 Staff warm and respectful

All staff spoke in warm and respectful tones to children throughout the observation. Staff were also respectful to one another during their interactions and modeled appropriate behavior.

## 3 Positive staff body language

Staff were positive in their interactions with students. Most staff were smiling and made eye contact with students during interactions.

## Session Flow

### 1 Starts and ends on time

Power Hour (1st Grade Math Tutoring) Scheduled start / End time 4:15 - 5:15 Actual start / End time 4:20 - 5:15  
Enrichment (Paper Bag Kites) Schedules start / End time 5:00 - 6:00 Actual start / End time 5:05 - 5:55 Program activities followed the schedule and started and ended on time.

### 2 Materials ready

All materials were ready when students arrived. During the math activity, students used markers, individual white boards, and wipes. During the enrichment activity, Paper Bag Kites, staff had all materials ready when students entered the room

### 3 Sufficient materials

During the math activity, each student and staff had their own marker, whiteboard and wipe. During the enrichment activity, Paper Bag Kites, all students and staff were provided an ample selection of markers and paper bags. There were sufficient materials for each activity.

### 4 Explains activities clearly

During Math Power Hour, the staff explained that they would be "playing Mystery Numbers". Staff modeled the activity for the students. During the enrichment activity, Paper Bag Kites, staff explained to the students that they would each get a paper bag and markers to design and decorate your kite. "You will get to pick your colors and make any design you want." Staff showed / modeled her design on paper.

### 5 Appropriate time for activities

Students had ample time for all activities.

## Active Engagement

### 1 Children engage with materials or ideas

All students were engaged during both the Power Hour Math activity. All students engaged in using their whiteboard and markers, listened carefully, and followed the staff person's instructions. Staff helpers sat with the students and also engaged in the math activities. During the enrichment activity, Paper Bag Kites, all children were engaged in coloring and designing their kites.

### 2 Children talk about activities

Power Hour Math - Each student is working individually, however, the staff creates opportunities for each child to talk about he or she is doing/thinking. Paper Bag Kites - The students sit in a small group while working on their paper bag kites. The students and helper staff talk about the activity. "I like your design", "I like your colors", "Hey, we're not racing". The children also engaged with each other about their designs and their choices.

### 3 (SA) Children make connections

During the Math Power Hour, the staff connected new knowledge Even/Odd by modeling odd numbers, circling the pairs, and identifying the odd ball. During the enrichment activity, children were not provided the opportunity to make connections.

## Skill-Building

### 1 Learning focus linked to activity

For the Paper Bag Kite enrichment activity, no specific learning focus was mentioned. Staff stated, "you can use any design or colors for your kite". There is no mention of what they are learning through this activity.

### 2 Staff encourages youth to try skills

During the Paper Bag Kite activity, students selected the design and color(s) for their kite. There were no indications of staff encouraging students to improve their performance.

### 3 Staff models skills

Staff shows some students a drawing of a paper bag kite design (from the lesson plan). The staff provides verbal directions on how to complete their kite, but does not show children. Helper staff color alongside students.

### 4 Staff breaks down tasks

Paper Bag Kites: Students are given a paper bag and markers. Staff then instructed students to color their bags (creating their own design). The students then begin to color their bags. The task/activity is not broken down into steps, possibly because there are no complex or challenging tasks during this activity.

### 5 Support for struggling children

Not observed during this session.

## Encouragement

### 1 Staff uses non-evaluative language

Paper Bag Kites The staff members say "good job" but also use some specific non-evaluative language, "I really like those colors", "You're really good at that", "Are you afraid that he is going to get done before you".

### 2 Staff asks open-ended questions

"What made you think of using these colors?"

## Child-Centered Space

### 1 (SA) Well-defined interest areas

Not applicable.

### 2 (SA) Sufficient materials in interest areas

Not applicable.

### 3 (SA) Children's work displayed

Not applicable.

### 4 (SA) Children select displays

Not applicable.

### 5 (SA) Open-ended materials

Not applicable.

## **6 (SA) Easily accessible materials**

Not applicable.

## **7 (SA) Thirty minutes interest-based activities**

Not applicable.

# **III. INTERACTION**

## **Manage Feelings**

### **1 (SA) Staff acknowledges feelings**

Conflict not observed.

### **2 (SA) Staff asks children to explain situation**

Not applicable.

### **3 (SA) Helps children respond appropriately**

Not applicable.

### **4 (SA) Children suggest solutions**

Not applicable.

## **Belonging**

### **1 Opportunities for children to get to know each other**

There are no obvious get-to-know each other activities, however, children had an informal opportunity to get to know each other as they colored their paper bag kites in the small group.

### **2 Inclusive relationships**

No exclusions were observed.

### **3 Children identify with program**

There were no complaints or expressions of dislike. The students seemed to enjoy the Paper Bag Kite activity but did not indicate a sense of ownership.

### **4 (SA) Structured small group activities**

There were fewer than five students in the group. The students colored their Paper Bag Kites individually while sitting in a small group.

## **School-Age Leadership**

### **1 (SA) Practice group process skills**

Staff did not provide opportunities for group process skills.

### **2 (SA) Opportunities to help another child**

No opportunities for a child to help another child were observed.

### 3 (SA) Structured opportunity to lead group

No opportunities were observed.

## Interaction with Adults

### 1 (SA) Staff at eye level

BGC and Americor staff were both helpers during the activities and sat with the students (at their level), making eye contact and helping the students (both Power Hour Math and the Paper Bag Kite activity).

### 2 (SA) Staff works side by side

The staff worked alongside the students. In the Math Power Hour, the teacher led the discussing and activity but the BGC and Americor staff worked alongside the students, seated in the floor with their own markers and whiteboards. In the Paper Bag Kite activity, BGC and Americor staff each worked on designing their own paper kite.

### 3 (SA) Staff circulates

The staff circulates and interacts with every child at some point of the program session. During the Math Power Hour, the lead staff delivers the lesson, while support staff are seated with the students on the carpet, providing assistance when needed. The Paper Bag Kite staff made her way to each student and commented positively about their work.

### 4 (SA) Staff interacts positively

Staff showed enthusiasm and interacted positively with the students.

## IV. ENGAGEMENT

### School-Age Planning

#### 1 (SA) All children plan

No evidence of planning observed during program time.

#### 2 (SA) Multiple planning strategies used

No planning observed.

#### 3 (SA) Share plans in tangible way

No planning observed.

### School-Age Choice

#### 1 (SA) Authentic choices

Paper Bag Kites: All students are making an art project that has a predetermined outcome (paper bag kite). Children do have the opportunity to make choices on the design and colors, but choices are limited.

#### 2 (SA) Open-ended choices

Paper Bag Kites: All students are making an art project that has a predetermined outcome (paper bag kite). Children do have the opportunity to make choices on the design and colors, but choices are limited.

### Reflection

#### 1 Intentional reflection

Did not observe any intentional opportunities for children to reflect on what they had done during the activities.

## 2 Multiple reflection strategies

Multiple reflection strategies were not observed.

## 3 Structured opportunities to provide feedback

Did not observe opportunities for children to provide feedback on activities.

## Responsibility

### 1 (SA) Opportunities for routine tasks

Children put their backpacks/items away in cubbies in the math room. Students also retrieved markers, whiteboards, and wipes in an orderly fashion. At the conclusion of the Math Power Hour, students returned all supplies, retrieved their backpacks, and formed a line at the door. In the room used for the Paper Bag kites, students entered the room politely and found seats together. At the end of the hour, students retrieved their backpacks and lined up together to go outside and fly their kites.

### 2 (SA) Staff do not intervene intrusively

Staff allowed children to complete their tasks without intervening intrusively.

## EXTENDED OBSERVATION

### Activity Structure

#### 1 Intentional learning activities

All youth participated in activities but a learning goal or purpose was not specifically stated and/or observed.

#### 2 Different types of activities

Several activities were offered: Power Hour (Math), tutoring, art project (Paper Bag Kites) and outdoor play.

#### 3 Physical activity

All youth got to play outside.

#### 4 Time for free play

Offered from 6:00 - 6:30 if weather is permissible, otherwise held in the gym/cafeteria, after youth have finished activities.

#### 5 Time for physical activity

Outside play or gym/cafeteria.

#### 6 Communication of schedule and activity choices

A staff member communicated what was coming next when it was time to transition. The children seemed aware of the daily schedule and activity options.

### Homework Help

#### 1 Readily available

Not observed.



## **2 Actively support children in learning**

Not observed.

## **3 Productive studying and learning environment**

Not observed.

### **Recreation Time**

#### **1 Interacting with children**

Not observed.

#### **2 Positive supervision**

Not observed.

### **Transitions**

#### **1 Organized transition**

All transitions were very well organized and went smoothly. Students' were observed gathering their belongings in an orderly fashion, lining up for transition, and following staff to their next area of programming.

#### **2 Procedure communication**

Staff reminds children of what is to be done during each transition, but the children appeared to know exactly what to do without much explanation.

### **Departure**

#### **1 Organized departure process**

There is an organized departure process. Parents pull up to the outside entrance and have a sign for their student. The staff person, at the outside door, makes an announcement for that student (all staff have walkie-talkies). A student is then escorted to the parent.

#### **2 Constructive activities while waiting**

All students are actively engaged in Open Recreation from 6:00 - 6:30, while waiting for pick-up.

#### **3 Parents acknowledged and updated**

Parents were acknowledged when they came to pick up their student(s). Staff took student(s) directly to the parent. Information is exchanged, as needed.