



COVID-19 School Year Program Toolkit

A resource for Denver's Out of School Time Program Providers

This toolkit will be regularly updated based on changes in orders and access to new resources. Each time the toolkit is uploaded you will find links to the newest updates here. Last Update 8/05/2020

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Acknowledgements

The PDF Bookmark Bar can be used to navigate the document. Click on this image  on the left.

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How to Use This Toolkit

This toolkit is designed to serve as a gathering place for a wide range of resources to support program relaunch after closure due to COVID-19. All resources provided, or linked to, are offered purely as examples and should not be considered advice, guidance, or requirements. Further, this toolkit does not attempt to interpret government orders, but rather connects you to the most up to date and relevant information from state and local government.

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This toolkit will be updated based on changes in orders and access to new resources on Mondays and Wednesdays of each week. As such we recommend you check back periodically to determine if any new updates apply to you and your programming. Each time the toolkit is uploaded, the cover page will indicate that updates have been made and link you directly to the updates.

Throughout the toolkit you will find multiple checklists and example documents. The checklists with a DAA logo are designed to be starting points or templates. They can be used as they meet your needs. Additionally, a link will be provided to a Google Doc version of all such checklists. To modify a checklist to meet your needs, make a copy of the Google document and edit that copy. You can view a brief video on how to that [here](#). Please ensure all attribution information remains on the checklist after editing. All checklists without DAA branding should not be modified and are provided as a resource directly from the source.

We do not recommend printing the toolkit in its entirety as much of the value comes from the links embedded within. However, feel free to print any of the tools included in the document. The PDF Bookmark Bar can be used to navigate the document.

In addition to this toolkit, many of our national partners have curated appropriate resources. While some of the available resources are included here, consider also regularly visiting:

- [The Collaborative for Social Emotional and Academic Learning](#)
- [The Forum for Youth Investment](#) and [The Forum's Weikart Center for Youth Program Quality](#)
- [Afterschool Alliance & National Afterschool Association](#)
- [Every Hour Counts](#)

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Building Relationships & Communicating with Families

Family Communication

As families are beginning to head back to work or thinking about schools' virtual or in-person learning, they are also trying to figure out where their children will be doing after school whether that's in person or online. And at the same time, you may not yet have all the answers about what school year programming will look like. Keep families informed of your decision-making process and provide updates on your timeline for decision making.

"The worst thing you can do from a customer service standpoint is just say nothing, go dark, under communicate. That just frustrates people."

Rich Fulup, CEO, Brooklinen

The letters on the following pages can help you shape communication to families for three different scenarios:

- While you are waiting to make a decision
- When you've decided to offer virtual programming
- When you've decided to offer in-person programming

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Letter starter when you are working on your decision

This can be used as a starting point to craft communication to families if you don't yet know your plan for school year, but want to keep them in the loop.

Connect & Express Yourself:

Dear Families, we miss you so much...

Acknowledge These Tough Times:

We know that these past few months have been hard, and the uncertainty looking forward can also be tough...

Be Open & Honest:

We wish we had definitive news to share, but we aren't quite there yet. We are weighing factors such as__ as we determine the best course of action. We do commit to reaching out to you as soon as possible to let you know what we can effectively and safely provide this school year. We anticipate you will hear from us again by__.

Refocus on Hope & Opportunity:

As we continue to work hard to develop the best plan possible, know that we are eager to serve your family through_____in the short term. And, that if your family has questions about things such as_____, or just needs to connect with someone whocares about you and your child, please do not hesitate to contact us at ____.

[Click here](#) to access an editable version of the letter starter for when you are working on your decision.

This can be used as a starting point to craft communication to families about your decision to offer virtual programming.

Dear Families, we miss you so much...

We know that these past few months have been hard, and the uncertainty looking forward can also be tough...

We wish we could see your child starting this school year, but due to _____ we just aren't able to provide in-person programming. We are excited to provide robust, engaging virtual programming and really hope your child will be able to join us!

At this time, we are able to tell you a bit more about these virtual offerings...

- Programs offered
- When
- Who is the program for
- How to access/register
- Technology/supply needs
- Cost

You likely have more questions as this is a lot of new information, please reach out to us at _____

[Click here](#) to access an editable version of the letter starter for virtual School year programming.



Letter starter when you are offering in-person school year programming

This can be used as a starting point to craft communication to families about your decision to offer in-person programming.

Connect & Express Yourself:

Dear Families, we miss you so much...

Acknowledge These Tough Times:

We know that these past few months have been hard, and the uncertainty looking forward can also be tough...

Be Open & Honest:

We are excited to announce that we will be able to provide some in-person programming this school year! But, due to Covid-19 constraints and the fact that we are prioritizing safety first by ___. It will be a smaller program than usual so we will not be able to serve all of our families through in-person programming. Please read on to learn a bit more about our in-person offerings and then at the bottom of the document we will also provide some information regarding virtual programming.

Provide Any Details Possible:

At this time, we are able to tell you a bit more about our program plans:

In Person

- Programs offered
- When
- Who is the program for
- How to access/register
- Safety measures
- Cost

Virtual

- Programs offered
- When
- Who is the program for
- How to access/register
- Technology/supply needs
- Cost

Next Steps:

You likely have more questions as this is a lot of new information, please reach out to us at _____.

- [Click here](#) to access an editable version of the letter starter for virtual school year programming created by DAA.
- The CDC also created a sample letter to families addressing COVID procedures and concerns when opening in-person programming. [Click here](#) for an editable version of the CDC's sample letter.

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Facilitating Family Orientations and Camp Showcases

Many programs work to engage families in school year programming with parent orientations and/or end of session showcases. While bringing parents to an in-person orientation may present social distancing problems even for in-person programs, engaging families virtually is a great option! Virtual orientations can be used to introduce families to staff, give an overview of your program logistics, give a virtual tour of your program space, and address questions and concerns about student safety. Consider the length of your program when establishing a virtual orientation. For a one-week program a prerecorded video orientation might be adequate while for a multi-week program a live virtual orientation might be more appropriate to allow discussion.

At the end of the session consider how you can connect parents to their child's experiences virtually as well. Consider recording a video (with attention to student media releases) that can be shared with families where students highlight their products and learning.

Resources and Supports for Families

Parents and caregivers may look to you, as a trusted member of their community, for ideas on how to best support their students social and emotional growth during this time. Here are a few places to look for resources and ideas you can share with parents:

- Denver Public Schools (DPS) has created a resource on [behavior management at home](#).
- Marc Bracket, the author of Permission to Feel has shared a great process for [creating a family charter](#) to help them think about how they want their home to feel.
- Our partners at DPS's Extended Learning and Community Schools (ELCS) have created a YouTube channel with videos on ways to support youth through [positive youth development strategies at home](#).
- DQUAC, the provider network for the Denver Afterschool Alliance has compiled a great list of [activities for youth](#) from local partners.
- The City & County of Denver's [Relief Support & Resources](#) page provides information on a wide range of assistance which families might need.

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Supporting Your Staff Through Closure and Program Relaunch

Whether you are preparing for virtual or in-person programming, or your team is still waiting to understand next steps maintaining strong relationships and sense of team are important. Staff may be dealing with fear and uncertainty around their job, dealing with personal experiences with COVID-19 illnesses or death, or supporting their own children through virtual learning and school year planning. As you prepare to launch school year programming it is important to ensure staff know they are supported and that teams continue to be connected and stay strong.

Virtual Team Building

There are still great ways to keep your team connected and even strengthen your team during this time. Team building doesn't have to stop. Watch the recording of [Team Building In a Virtual World](#) offered by DQUAC and presented by Adam Kullberg, Interim ED of Pop Culture Classroom, for great ideas on continued team building as your staff is virtual.

Stay Interviews

Now is a great time to show your staff you are committed to their success in your organization. A stay interview's purpose is to find out what motivates your team members to stay with your organization. Through this process you can help send the message that your staff member is valued and gather ideas on how to continue to support your team.

A stay interview sample follows this page.

Daily Check Ins

When our teams are together, we tend to naturally check in on how everyone is doing. While we are virtual, and in times of greater transition and uncertainty, making these check ins more consistent is vital. These check ins allow you to understand how your staff are showing up each day to ensure they are in a place to support youth and for you to identify how to best support them. This agenda template can be used for a quick, in-person or virtual daily stand-up meeting. If you are meeting with staff in person, make sure you continue to maintain a six foot distance between employees per [Denver's criteria and requirements for business reopening](#). A sample agenda for this type of check in is provided.

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Daily Check In Agenda

Time	Activity & Purpose	Resources/Materials
10 minutes	Welcoming Ritual: Staff Emotion Check <ul style="list-style-type: none"> Provides staff with a chance to check in on where they are emotionally. As a team leader, make notes of anyone you might want to follow up with one on one after the meeting and ideas you can share to help the team be ready for participants. 	Mood Meter App from RULER Connecting/Sharing section of the Virtual SEAL Meeting Ideas from the Denver SEAL team Use quick connections cards from the new Sanford Harmony Game Room App Adult Virtual Meeting Icebreakers
5 minutes	Review The Day <ul style="list-style-type: none"> Give a quick overview of the virtual or in-person plan for today's programming. Ensure everyone is clear on their roles and has what they need to be successful. Allow time for any questions about lesson plans, with particular emphasis on social emotional supports for students. 	Daily Schedule Daily Cleaning Checklist Lesson Plans
1 minute	Quick Optimistic Closure <ul style="list-style-type: none"> While time may not allow for a full optimistic closure, send your staff off with a positive message for the day or if time allows complete a quick closure such as a one-word whip around. 	Optimistic Closure Slide Deck

[Click here](#) to access an editable version of this agenda.

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Stay Interviews

"A Stay Interview is a structured discussion a leader conducts with each individual employee to learn the specific actions she must take to strengthen that employee's engagement and retention with the organization."

Richard Finnegan analytics blog

A stay interview's purpose is to find out what is motivating the employee to stay with the organization.

6 stay interview questions (Insperity.com)

1. What kind of feedback or recognition would you like about your performance that you aren't currently receiving?
2. What [opportunities for self-improvement](#) would you like to have that go beyond your current role?
3. What kinds of flexibility would be helpful to you in balancing your work and homelife?
4. What talents, interests or skills do you have that we haven't made the most of?
5. What have you felt good about accomplishing in your job and in your time here?
6. If you could change one thing about your job, team or company, what would it be?

Adopted with permission from DPS's Extended Learning & Community Schools (ELCS).

[Click here](#) to access an editable version of the interview .

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Additional Resources for Staff

Your staff may look to you for additional supports with self-care or their financial situation. Here are a few places to look for resources:

- DQUAC has compiled a great list of [self-care resources](#) (scroll down to 2nd section).
- Denver's SEAL team has compiled a list of [SEL-F Care Resources](#).
- Our partners at Prime Time Palm Beach County have created a [Seven-Day Self-Care Challenge](#).
- In the event you have had to furlough staff, the Colorado Department of Labor and Unemployment is providing regular updates to resources on their [Unemployment website](#).
- Consider registering for the upcoming webinar Supporting SEL Wellness for Staff & Colleague hosted by our partners at The Forum For Youth Investment's David P. Weikart Center for Youth Program Quality [Click here for a recording of the webinar](#).
- In the event your staff need supports beyond what you feel able to deliver, work with your human resources team or provider to determine additional supports available.
- The CDC offers a [Coping with Stress](#) site with tips for coping and building resilience.

Addressing Systemic Racism and Inequality in Your Program

This year we have witnessed sustained national attention and action around systemic racism and racial bias, police brutality, and the pervasive inequities affecting communities of color. While these issues are not new, it is likely that these topics will come up in out-of-school time programming in light of the current national and local climate. Further, these issues are compounded in their impact for our participants because of the co-occurrence with the COVID-19 pandemic.

We hope to provide a comprehensive guide in the near future to help organizations examine their processes, curriculum and staff practice from an equity and culturally responsive lens, but in the meantime, we have provided some local resources that may be helpful in preparing for the school year.

- [Denver Public Schools](#) created this resource of sentence stems to help aid in conversations about race.
- [Stanley Marketplace](#) put together this list of resources to fight against racism, included a list of Children's books about racism (curated by Essence)
- [iColorin Colorado!](#) put together a list of resources for educators and families to help promote deeper understanding about racism and violence.
- [Zaretta Hammond](#), author of "Culturally Responsive Teaching and the Brain", posted an article about ways to make a lesson more culturally responsive.

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Building Relationships with Students

The children and youth in our community always look to you as out-of-school-time providers as trusted and caring adults. During times of crisis and trauma our efforts to build connections and relationships with students becomes even more critical. While social distancing limits our ability to give hugs or high fives, we can still ensure that our students feel seen and heard. While additional resources will be provided in the sections on virtual and in-person school year programs, the following checklist from The Search Institute provides an overview of relationship building during this time.




Additionally, our participants will look to us to see how we respond to the COVID-19 pandemic and may ask us questions about the current situation. Consider ways to help talk about the pandemic in a way that is understandable and supportive for participants.

- Malaka Gharib, an NPR editor, author, and illustrator, has created [this cartoon](#) to help kids understand coronavirus.
- The World Health Organization's Talking about COVID-19 tip sheet is provided as one resource.
- Our partners at the Greater Tacoma Community Foundation have compiled Guidelines for Addressing the Corona Virus Outbreak, which follow.
- Be aware of the [stigma associated with coronavirus](#) and think about how to ensure a safe and inclusive environment for your students. The CDPHE Office of Health Equity's COVID-19 & Racism: Stop the Spread may also be a useful tool for this conversation.
- You might also look to the [National Association of School Psychologists](#) who regularly provide resources on talking to kids during times of crisis.
- [Mental Health Center of Denver](#) collected a variety of social stories to use to talk to kids about COVID. There are stories in English, Spanish, and Arabic.
- More stories about wearing a mask, video chatting, online learning, and more can be found at the blog Autism Little Learners in a post entitled COVID-19 [Related Stories for Schools](#).
- [The Button](#) Project at Monroe Carell Jr. Children's Hospital at Vanderbilt thought it would be helpful for patients to be able to see the faces under the masks of their providers. This is also a great idea for out-of-school time professionals so that the youth you work with can. It can help eliminate or reduce a level of fear and anxiety for young people who take comfort in seeing the smiling faces of adults around them. You can make your own face buttons by buying [buttons like this](#).





Identify as an organization the professionals such as counselors, psychologist, and social workers from the schools you partner with or the Mental Health Center of Denver that you have access to should your students need greater support than you are equipped to provide.

Search Institute's research is demonstrating that when young people experience developmental relationships with parents, educators, youth program staff, and other adults their outcomes are better, their risk behaviors are lower, and they are more likely to be on the path to thrive in life. Staff in schools and youth programs do not need to and should not stop seeking to build developmental relationships with young people while they are at home during the nation's response to the COVID-19 crisis. Every time you take one of the relationship-building steps below in the critical weeks ahead, place a check next to it and know that you have made a valuable contribution to helping young people weather this storm.



Express Care: Show me that I matter to you.

-  Send a text, email, video, or note that says they matter to you personally and you are thinking about them during this crisis.
-  Ask how they are spending their time at home during the crisis.
-  Tell them that you believe in them and you know they will get through this difficult time, then move on with learning and growing.






Challenge Growth: Push me to keep getting better.

-  Let young people know that you expect them to keep up with the work of your school or program even though times are difficult; hold them accountable if they don't put in the effort.
-  Encourage or require young people to use the time at home to focus on learning or doing something that they have been struggling with in your class or program.
-  Ask young people what they are or could be doing to help their parents, siblings, or others get through this difficult time.
-  Ask young people to set one personal goal for something they want to achieve during the time away from your school or program, and then periodically check in on their progress.






Provide Support: Help me complete tasks and achieve goals.

-  Ask young people how they are feeling about the world, themselves, and the future during the crisis. Indicate that you really hear them when they respond and that you care about their feelings.
-  Send notes to parenting adults to suggest ways they can help young people stay connected to the work of your class or program while they are at home.

Share Power: Treat me with respect and give me a say.

-  Ask young people what rules and norms your class or group should follow as you work together remotely. Give them voice and choice in shaping your new ways of working and being together.
-  Let young people design and/or lead some of the virtual activities and lessons you assign to the class or group.
-  Invite young people to tell you how they think you can support them during their time away from your school or program.
-  After you have been working together via technology for a while, ask young people for their feedback on how it is going and make adjustments to incorporate their feedback into your subsequent work with them.
-  When you can, offer choices rather than mandating a single option.

Expand Possibilities: Connect me with people and places that broaden my world.

-  Send young people something to watch or read that will be new to them and that you normally wouldn't have time to focus on in your regular class or group.
-  Tell young people about a crisis or difficult experience you went through when you were young and share how that crisis or experience shaped who you are today.
-  Ask young people to use the Web and social media to explore how young people very different from them around the country or around the world are experiencing the response to COVID-19.
-  Create opportunities for young people to evaluate how authorities at the local, state, and national level are responding to the crisis and to consider what they would do differently if they were in power.
-  Hold a virtual chat using video or text with someone who works in the job or field that is the focus of your class or group, but who you would not have been able to connect your students to in person due to distance or other factors.

* The research-based [Developmental Relationships Framework](https://www.searchinstitute.org/developmental-relationships/) identifies key actions young people need to experience in relationships in order to be resilient and thrive. A total of 20 actions are organized into the five elements listed on this page. For the full description of the framework and the research behind it, visit www.searchinstitute.org/developmental-relationships/

6 COVID-19 PARENTING

Talking about COVID-19

Be willing to talk. They will already have heard something. Silence and secrets do not protect our children. Honesty and openness do. Think about how much they will understand. You know them best.

Be open and listen

- Allow your child to talk freely. Ask them open questions and find out how much they already know.

Be honest

- Always answer their questions truthfully. Think about how old your child is and how much they can understand.

Be supportive

- Your child may be scared or confused. Give them space to share how they are feeling and let them know you are there for them.

It is OK not to know the answers

It is fine to say "We don't know, but we are working on it; or we don't know, 'but we think'." Use this as an opportunity to learn something new with your child!



Heroes not bullies

Explain that COVID-19 has nothing to do with the way someone looks, where they are from, or what language they speak. Tell your child that we can be compassionate to people who are sick and those who are caring for them.

Look for stories of people who are working to stop the outbreak and are caring for sick people.

There are a lot of stories going around

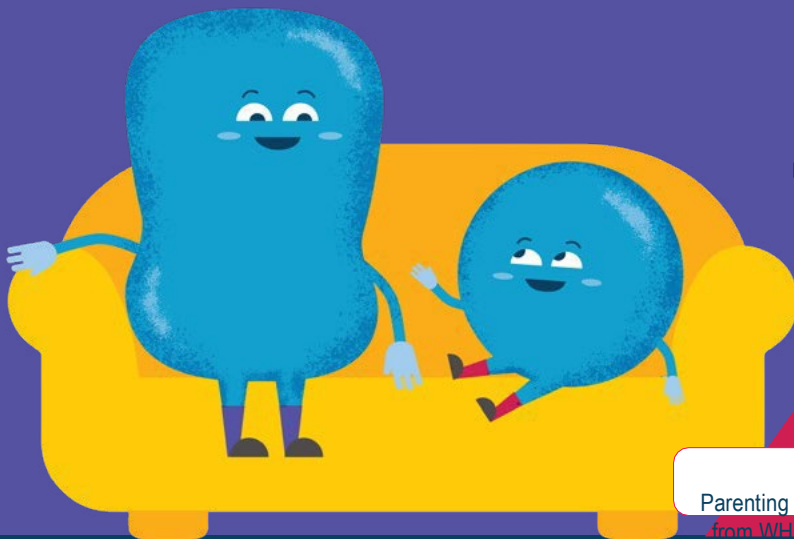
Some may not be true. Use trustworthy sites:

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public> and

<https://www.unicef.org/coronavirus/covid-19> from WHO and UNICEF.

End on a good note

Check to see if your child is okay. Remind them that you care and that they can talk to you anytime. Then do something fun together!



Parenting tips
from WHO

Parenting tips
from UNICEF

In worldwide
languages

EVIDENCE-BASED



unicef
for every child



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Guidelines for Addressing the Coronavirus Outbreak

Shared with permission from the Greater Tacoma Community Foundation

Abridged from Morningside Center for Social Responsibility

Don't ignore issues.

Coronavirus is on everyone's mind, whether we talk about it or not. If you, the adult, provide a supportive environment in which to address challenging situations constructively, they can become powerful teachable moments that can strengthen your classroom community.

Be present and available.

When confusing, upsetting, or frightening things happen, when there is uncertainty, upheaval and stress, students need to know that adults in their lives are present, available, and ready to provide accurate information and support where needed.

Invite students' feelings and thoughts.

When students are worried or upset, it is helpful for them to know that they are not alone. Feeling a sense of connection and support is often more reassuring than a detailed explanation of what is happening.

Listen and paraphrase.

Acknowledge students' feelings and thoughts. It is important, especially in difficult times, for students to know they are being heard. Listening, paraphrasing, and acknowledging students' feelings and thoughts, allows students to process how they're feeling.

Normalize student feelings and thoughts.

Let students know they are not alone in their feelings. Many people feel fearful, confused, and anxious right now. It is not at all unusual to experience strong feelings in situations of uncertainty and crisis. Talking about it will help kids understand that they are not alone.

Be aware that sometimes uncertainty, fear, and anxiety can get misdirected.

Talk with students about misinformation, bias, and prejudice that could result in a backlash against specific groups of people. In the case of the new coronavirus, we've mostly seen scapegoating of staff and students of Asian descent.

Provide information as needed.

Share basic, factual information with students as is appropriate and needed. Be honest about the need for social distancing and online learning. And if you don't have answers to student questions readily available, know that that's okay. Things are moving quickly and admitting that we don't have all the answers in a situation that continues to evolve, shows that we're human.

Interrupt slurs and other biased behavior each and every time.

Even if we don't always know exactly what to say, it is important to interrupt slurs and other kinds of prejudiced, biased, and hurtful behaviors. Refer back to the school and classroom guidelines if needed, and speak up. It is important we speak up every time and in the moment. Say something, so that you send a message that this behavior is not acceptable.

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COVID-19 & Racism: Stop the Spread!



Be an informed advocate

It's critical that we all understand that just because COVID-19 started in China does not mean people of Chinese ancestry - or any particular ancestry - are more susceptible to the disease than anyone else. The disease does not recognize race, ethnicity, or nationality.



Think twice before sharing content

Misinformation about COVID-19 and its connection to race is widespread. For reliable information about the disease, stick to trusted sources such as:

- [Centers for Disease Control and Prevention](#)
- [Colorado Department of Public Health & Environment](#)
- [Your local public health agency](#)



Recognize how news sources can influence implicit bias

Footage and images of people of Asian descent in surgical masks have dominated the media space. This is just one example of how communications have reinforced implicit bias against these communities. Awareness of this bias can help us counteract its discriminatory effects.



Show compassion to those most affected

A sense of community is very important during this difficult time. If you know someone who has been a target of racism because of misinformation about COVID-19, take the time to reach out to them. Even if you are just offering emotional support, showing that you care can have a huge impact.



Learn from our history

The reaction to people of Asian descent as a result of COVID-19 is part of a larger pattern in America's history. It is the same reaction experienced by Muslims during 9/11, the LGBTQ community during the AIDS outbreak, and Japanese-Americans during WWII just to name a few. We must come to terms with our history of blaming marginalized groups in times of uncertainty. **Xenophobia and racism only makes the situation more dangerous for everyone.**



Making a Decision on How to Offer School Year Programs

Virtual or In-Person Programming Decision

Depending on your organization and program model, you may have a decision of whether school year programs should be offered in-person or virtually. This decision will be unique to each organization depending on myriad factors. Throughout your decision-making process, you will want to consider local, state, and national orders mandates, school district policy, and you will also want to consult with your insurance provider and legal counsel.

The following checklists and parent survey template can be used to help guide your discussion and decision making. Additionally, it can be used to gather notes to assist you in creating your justification and messaging regarding your decision.

On 5/15/20 the Centers for Disease Control (CDC) released their Youth Programs and Camps During the COVID-19 Pandemic decision tree. This tool follows and should serve as a guide by which you analyze all information from the checklists. Though created with summer programs in mind, it is still a relevant resource for out-of-school providers during the school year.

The [CDC](#) created a collection of assessment checklists including: General Readiness Assessment, Daily/Weekly Readiness Assessment, Preparing if Someone Gets Sick, and Special Considerations and Resources. These tools can be helpful when making initial preparations before and throughout the summer.

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Virtual School year Program Decision Checklist

	Questions to Consider for Virtual Programming	Notes
<input type="checkbox"/>	Do you have school year programming that is appropriate to offer/can be adapted for a virtual environment?	
<input type="checkbox"/>	Does your financial model allow for the operation of a virtual school year program?	
<input type="checkbox"/>	If your program will require supplies, do you have a mechanism to get them to participants or can your program be modified so supplies are not needed?	
<input type="checkbox"/>	Do staff members have access to the technology needed and IT supports to run virtual programming?	
<input type="checkbox"/>	Have you met with legal counsel and addressed liability matters such as ensuring youth protections and the implications of the Children's Online Privacy Protection Act and developed an appropriate consent for participation?	
<input type="checkbox"/>	Do your participants have access to the technology needed for the program?	
<input type="checkbox"/>	Do you have adequately trained staff to run virtual programming and to ensure two staff members are online during each program?	
<input type="checkbox"/>	Have you determined the need and interest of your families for virtual programming?	

Based upon the American Camp Associations "[Considerations for Youth Protection in a Virtual World](#)" and "[Creating a Plan to Start and Operate a Virtual Summer Camp: A Step-by-Step Guide](#)."

[Click Here](#) to access an editable version of the Virtual School year Program Decision Checklist.

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YOUTH PROGRAMS AND CAMPS DURING THE COVID-19 PANDEMIC



The purpose of this tool is to assist directors or administrators in making (re)opening decisions regarding youth programs and camps during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

Karlstrum, Stephanie - OCA Social, Emotional and ~~Ad~~ Learn
2020-07-22 15:58:00

Should you consider opening?

- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Are you ready to protect children and employees at higher risk for severe illness?
- ✓ Are you able to screen children and employees upon arrival for symptoms and history of exposure?

ALL
YES



Are recommended health and safety actions in place?

- ✓ Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering, as feasible
- ✓ Intensify cleaning, disinfection, and ventilation of facilities and transport vehicles/buses
- ✓ Encourage social distancing through increased spacing, small groups, and limited mixing between groups, and staggered scheduling, arrival, and drop off, if feasible
- ✓ Where feasible, adjust activities and procedures to limit sharing of items such as toys, belongings, supplies, and equipment
- ✓ Train all employees on health and safety protocols

ANY
NO



MEET
SAFEGUARDS
FIRST

Is ongoing monitoring in place?

- ✓ Develop and implement procedures to check for signs and symptoms in children and employees daily upon arrival, as feasible
- ✓ If feasible, implement enhanced screening for children and employees who have recently been present in areas of high transmission, including temperature checks and symptom monitoring
- ✓ Encourage anyone who is sick to stay home
- ✓ Plan for if children or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- ✓ Monitor child and employee absences and have a pool of trained substitutes, and flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ALL
YES



ALL
YES



OPEN
AND
MONITOR

ANY
NO



MEET
SAFEGUARDS
FIRST



cdc.gov/coronavirus

This resource could still be useful for school



In-Person School year Program Decision Checklist

	Questions to Consider for In-Person Programming	Notes
<input type="checkbox"/>	Do current state and local mandates allow for programs of your type to be offered in person?	
<input type="checkbox"/>	Does your financial model allow for the operation of an in-person school year program including coverage of any additional costs related to health and safety?	
<input type="checkbox"/>	Are you able to offer programming in your typical location or have you secured a new location? (Example: can local school buildings be used)	
<input type="checkbox"/>	Does your location allow for adequate space to meet physical distancing requirements?	
<input type="checkbox"/>	Do you have control over the cleaning of a space, or do you have agreement from your facility partner to ensure all cleaning requirements are met?	
<input type="checkbox"/>	Are you able to establish a system for daily screening of participants and employees?	
<input type="checkbox"/>	Do you have access to all needed personal protective equipment (PPE) and additional safety equipment required for operation?	
<input type="checkbox"/>	Have you met with legal counsel and addressed liability matters and needed waivers for an in-person program for staff and participants and whether funders have indemnified the program?	
<input type="checkbox"/>	Have you met with your insurance carrier and addressed liability matters?	
<input type="checkbox"/>	Do you have an adequate number of properly trained staff currently employed, or on furlough, that are covered by health insurance to staff in-person program operation and to provide an adequate substitute pool?	
<input type="checkbox"/>	Are you able to modify your programming to allow for proper social distancing and limit sharing of materials?	
<input type="checkbox"/>	Do you have a plan in place for protection of high-risk individuals?	
<input type="checkbox"/>	Do you have capacity to provide the ongoing monitoring necessary once programs are in operation (coordination with local health authorities, absence monitoring, etc.)?	
<input type="checkbox"/>	Have you determined the need and interest of your families audience for in-person programming?	



<input type="checkbox"/>	Do you have a sense of your community's current appetite for programs reopening in person?	
<input type="checkbox"/>		
<input type="checkbox"/>		

Modified from [“Proposed Guidance for the Establishment of Emergency Child Care During the COVID-19 Pandemic”](#), The CDC [“Youth Programs and Camps During the COVID-19 Pandemic”](#), and The Boys & Girls Club of America [“COVID-19 Club Opening Considerations”](#).

[Click Here](#) to access an editable version of the In-Person School year Program Decision Checklist.

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Provider to Family Survey

Getting a pulse on the demand for in-person programs

Use or modify this tool to estimate the demand for in-person or virtual program offerings. Start by looking at all of the items to make sure that these are the questions that you are most interested in. (For example, Page 2 is about *in-person* programs while Page 3 is about *virtual* sessions.) Then, we suggest that you carefully review to make sure that it matches the language your program uses to communicate with families. Finally, you can use free tools like Google Forms or Survey Monkey to send the link to families. (For Survey Monkey, this [video](#) shows how you can quickly create the survey.)

Page 1: Introduction text.

Dear Parents,

As our program thinks about how we can re-open in the COVID-19 era, it is important that we understand the needs of youth and families for out-of-school time (OST) and school year programs. Please consider filling out this short survey so that we can create valuable services for you and other families. Thank you.

Page 2: In-person programs.

Q1. If you were to send your child to our in-person program, would you expect: *

- Staff to wear face masks at all times.
- Youth to wear face masks at all times.
- Staff to have their temperature taken at the start of every shift. *(e.g. Every day employees will be monitored for elevated temperatures when they enter the program space for the first time. Those who exceed the acceptable safety limit will not work for at least 24 hours.)*
- Youth to have their temperature taken every day before being accepted into the program. *(e.g. Every day youth will be monitored for elevated temperatures. Those who exceed the acceptable safety limit will not be allowed to enter for at least 24 hours.)*
- There to be strict social distancing in place. *(e.g. Whenever possible, staff and youth will practice a 6' distancing policy during transitions, bathroom breaks, meals, etcetera.)*
- Your child would be with the same staff member every day.
- Your child would be with the same group of youth every day.
- Groups of youth would not co-mingle.
- The space to be cleaned every day after programming.
- Notifications if there is an illness discovered. *(e.g. If a staff or youth is found to have tested positive for CV-19, staff would notify every parent but would also follow HIPAA guidelines around patient confidentiality.)*
 - *Response:* Matrix Rating
 - *Scale:* Definitely Agree to Definitely Disagree (or Yes, No, Not sure)
- What other health and safety concerns do you have about sending your child to an in-person program?
 - *Response:* Text Box



Q2. Assuming that this in-person program could meet your health and safety expectations, please help us think about how this program could best serve your child and family.

- How often would you send your child to this in-person program?
 - *Response:* Scale Rating
 - *Scale:* Every day, 2-4 times a week, Once a week, Less than once a week
- What hours would you send your child to this program?
 - *Response:* Scale Rating
 - *Scale:* All day, Morning only, Afternoon only
- Are you considered an essential employee by the state of CO? (As listed by [Colorado.gov](https://www.colorado.gov), those include: Health Care Operations, Critical Infrastructure, Critical Manufacturing, Critical Retail, Critical Services, News Media, Financial Institutions, Providers of Basic Necessities to Economically Disadvantaged Populations, Construction, Defense, Critical Services or other Critical Businesses.)
 - *Response:* Scale Rating
 - *Scale:* Yes, No, Not sure
- What is your zip code?
 - *Response:* Text box
- Would you like to be contacted by this program when in-person programs are available? If so, please provide your name and email below.
 - *Response:* Text box

Page 3: Virtual Programs

If you were to allow your child to participate in live, virtual sessions that happens on Zoom, Google Classrooms, etc, please tell us what would influence your and your child's participation.

Q3. When it comes to your child's experience during virtual sessions, would you expect:

- Only youth who have registered are allowed in the sessions.
- There are technological safeguards to protect my child during the sessions.
- There would be minimal need for adult help/supervision in order for my child to participate.
- The materials needed would be easy to find/have at home.
- Good pre-session communication with the program staff about objectives and preparation.
 - *Response:* Matrix Rating
 - *Scale:* Definitely Agree to Definitely Disagree (or Yes, No, Not sure)
- What other expectations would you have about your child's experience in these virtual sessions?
 - *Response:* Text box

Q4. Which technology platforms would you prefer this virtual session use?

- Zoom
- Google Meet/Classroom
- MS Teams
- Skype
 - *Response:* Matrix Rating
 - *Scale:* Prefer (Would use)/ Don't prefer (Wouldn't use)/Not sure

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Q5. Assuming a virtual program could meet your needs, please help us think about how this program could best serve your child and family.

- How often would your child would want to participate in these virtual sessions?
 - *Response:* Scale Rating
 - *Scale:* Every day, 2-4 times a week, Once a week, Less than once a week
- For a one-hour virtual session, about how much would you be willing to pay?
 - *Response:* Text box (with dollar sign).
- What factors most influence your child's participation in these sessions? (Check all that apply)
 - They know (and like) the instructor
 - They have friends that participate with them
 - They get to interact with other youth
 - They like the content of the session
 - The content of the session would be new for them
 - *Response:* Check boxes
- Would you like to be contacted by this program virtual sessions are available? If so, please provide your name and email below.
 - *Response:* Text box

P4.

Thank you for responding to this survey. If you indicated that you would like to be contacted, we will do so when programs are made available.

[Click here](#) for an editable version of the Provider to Parent Survey.

Technology Access and Supports

As you consider the transition to a virtual school year program, it is important that you confirm your participants will have access to the technology they need for participation in the program. Consider family's access to devices and to the internet. You might also consider how to make programming accessible from a mobile device if you find participants will not have a computer.

DPS elementary students will be able to keep their school issued Chromebooks over the school year unless the student is leaving.

Online Platform Selection

There are a variety of platforms that can be used to facilitate virtual programs. You will want to assess which program makes sense for you based on whether or not your programming will be synchronous (students logged in at the same time) or asynchronous (students can view any time). Additionally, you will want to review your organizational policies (particularly if selecting a social media platform) and review data privacy requirements with your legal counsel.

It is important to note that while DPS students will be familiar with logging in to Google Classroom and Google Meets using their district Google Account, they cannot use their district account to log in to external Google Classrooms or Google Meets and will need to do so using another account.

The American Camp Association has compiled a list of [tools for running virtual programs](#) and has assessed the [pros and cons of several commonly used platforms](#).

DQUAC had compiled a [list of tutorials and tricks and tips](#) for some commonly used platforms.

Data Privacy and Consent for Virtual Programming

As you work with your legal counsel to determine your approach to risk and liability related to virtual programming you will want to ensure you have carefully reviewed the requirements of the [Children's Online Privacy Protection Act \(COPPA\)](#).

The American Camp Association's [Virtual Camp, Real Risk: Legal and Risk Management Considerations for Online Programs](#) provides additional considerations.

The following document outlines some of the elements you and your legal counsel might want to consider for inclusion in your virtual program consent.

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Elements to Consider for a “Consent for Virtual Programming”

Organization will need an email address for the youth (can be a parent’s) so s/he may sign into platforms such as Google, Zoom, etc. and so that the organization can send links/invites.

Organization will use 3rd party online platforms, software, applications, etc. in order to provide programming. The specific one(s) that organization will use are: _____

Include a brief description of the chosen platforms (see below for an example), as well as links to the full terms/conditions and also a “how to sign up for” in case families also need. Families should download the most recent version for security purposes.

- Zoom provides an opportunity to deliver video and chat-based educational experiences to members via any device. Please be aware that Zoom collects information about its users and has its own privacy terms and conditions to which members must adhere. Please review Zoom’s privacy terms and conditions carefully before registering your member: <http://zoom.us/terms> and <http://zoom.us/privacy>.

List what the youth will need to participate.... A computer, tablet, or mobile phone with secure access to the internet; a space at home where they can participate under the supervision of an adult; etc.

Organization will make every effort to protect youth/family information, will limit the purposes for which the online platforms may use information, will respond quickly to any inappropriate behavior online, and will not record sessions (INSERT ADDITIONAL COMMITMENTS)

Organization prohibits one-on-one interactions between adults and youth on online platforms and virtual learning spaces (including messages, emails and chats), thus all online spaces will have at least two staff participating at all times and virtual programs will only be held during approved/scheduled times.

[Click here](#) for an editable version of these elements.

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Adapting School year Programming to a Virtual Environment

Selecting the Right Programs to Offer Virtually

It is important that as you begin to plan for your virtual programming, you ensure your participants will get a great school year experience. Children and youth will have been engaging in distance learning for the last several weeks and will be looking for engagement and fun! While there is still room for learning and skill building, you will want to think about how you provide those with a traditional out-of-school-time program flair!

For that reason, you will want to carefully consider which of your traditional programs can be adapted to a virtual environment. In making that decision consider things such as:

- Availability of materials needed for the program
- Level of support youth need in completing the program activities
- Ability to adapt interactive elements to a virtual environment

But remember, your creativity can make more than you might traditionally consider possible! DQUAC members recently generated a wide range of [ideas for virtual activities](#) that might help you think about how you can modify some of your own school year program offerings.

Creating Engaging Online Programs

Once you have selected what program you will offer, intentional focus will need to be placed on making the programs engaging for participants. The American Camp Association's [Exploring Virtual Engagement Webinar](#) provides a wide range of strategies for keeping your virtual programming engaging for participants.

While geared towards adult facilitation, the DQUAC webinar [How to Host a Virtual Training/Meeting for Adults](#) has a number of techniques and strategies that you might find useful for work with students as well.

The Forum for Youth Investment's David P. Weikart Center for Youth Program Quality webinar [High-Quality Practices in Engaging Youth Virtually](#) shares strategies, tools, and resources to support programs in a transition to virtual experiences.

Providers also may want to consider how to best engage students with diverse learning needs. [The Ability Challenge](#) outlines the top 10 ways to do this from both the instructor and family perspective.

[The Georgia Statewide Afterschool Network](#) put together a School year Activity Guide with 150+ activities for youth ages 5-18. These activities are based in skill building and social emotional learning and can be adapted for both in-person and virtual instruction.

[The Denver SEAL Team](#) created a resource with strategies for creating engaging virtual program experiences for a variety of on-line formats.

Additionally, a few simple tips and tricks can help support the success of your virtual programming.

- Consider purchasing a [ring light](#) for staff
- Film or stream in front of a solid white background, or add your logo to your background ([here's how on zoom](#))
- Find a quiet area for recording or streaming
- Have a physical component or hands on activity for participants to complete
- Include a social aspect for participants
- Pre-record content for participants who cannot log in at a particular time or record the session for viewing later
- Consider how you might incorporate virtual field trips (you can find a great list on our [Resources for Remote Learning page](#))
- Consider creating yourself as a "[Flat Teacher](#)"

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Virtual School year Programs

Programming Materials

When developing your virtual programs carefully consider the non-technological supplies participants will need. Ensure all materials will be items that participants will all have at home or consider ways to safely distribute materials to students.

Coming Soon - Ideas and examples of Program Kits and distribution methods.

Throughout virtual learning and as part of Super Summer, Our partners at The Opportunity Project in Tulsa have partnered with school meal sties to distribute activity kits. These kits have included necessary program materials, additional enrichment activities, fun swag from partners, and more. Consider what materials your program will need and how you might distribute those to participants, rather than assuming that materials will be available at home.

Then, consider how you might distribute materials via locations families will already be visiting (schools, meal distribution sites, community service centers) or through safe, socially distanced home visits.

Facilitating Relationship Building and SEAL in Virtual Programs

As mentioned in the general Relationship Building section, now more than ever, students need to feel connected to the adults in their lives. A focuson including relationship building and SEAL into your programs can help to meet this need for students. You will want to consider the length of your program and the length of each program session when determining just how to incorporate this focus, but work toward inclusion in every session, just as you likely would were you face to face with students. The SEAL Signature Practices that follow are easily adaptable to virtual spaces and can be built into your lesson plans for each session.

Additionally, DQUAC members recently brainstormed a wide range of [get-to-know-you activities](#) for virtual spaces.

Through our partnership with DPS in Social Emotional Academic Learning: Denver's Initiative for Youth Success, a [SEAL Digital Lessons](#) website is now available. While the site's introduction is geared toward classroom teachers, all resources were designed with school and out-of-school time partnership in mind and can be leveraged in both places.

The website includes: SEAL

- Resources for [class meetings](#) that could be used to create a virtual camp rally
- [Weekly lesson plans](#) if you'd like to create opportunities for more in-depth instruction in
- Tools for creating your virtual offerings through a [culturally responsive](#) lens
- Additional lesson plans in the three SEAL competency areas: [Self Awareness & Self Management](#), [Social Awareness & Relationship Skills](#), and [Decision Making](#). Additionally, the have curated a number of [SEAL related read-alouds in Spanish](#).

Move this World has created a reentry guide that considers the different environments in which we might be interacting with students in the fall. Their Toolkit: [SEL Planning for Reentry](#) (insert link) has discussion questions for kids about the return to school, ideas on maintaining school culture, ways to incorporate daily SEL practice, parent resources, and guidance on how to adapt to different environments. Move this World has also compiled a variety of activities, tips and resources to support social emotional learning that you can share with your students and their families.

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Group Management in a Virtual Environment

As you work to build relationships and grow students social and emotional skills, you will also want to pay attention to how you are facilitating positive group management in a virtual environment. Beyond the SEAL Signature Practices, program partners have been implementing strategies including office hours to provide support to students, using breakout room for having behavior related conversations, weekly contact with families, leveraging older siblings for support, and frequent pauses to check for understanding and allow for clarification.

You might also consider how to include discussion of "[netiquette](#)" and how to establish virtual norms or group agreements, just as you would for an in person program.

"In this comprehensive guide "[Leading Groups Online](#)" by Daniel Hunter and Jeanne Rewa, the authors explore 10 key principles for virtual facilitating and include tips and strategies to maximize engagement.

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SEAL SIGNATURE PRACTICES

HOW TO USE SOCIAL, EMOTIONAL AND ACADEMIC LEARNING TO
CREATE SPACES WHERE YOUNG PEOPLE THRIVE

Having routines and rituals in the classroom and afterschool programs is essential for every young person. When intentionally selected, effectively facilitated and thoughtfully debriefed, these Signature Practices work together to build a solid foundation of safety, consistency and joy in the classroom and in afterschool programs. They are:

WELCOMING RITUALS · *Activities for inclusion*

ENGAGING PRACTICES · *Sense-making, transitions, brain breaks*

OPTIMISTIC CLOSURES · *Reflections and looking forward*

The Signature Practices create conditions for growth and learning across all three SEAL competencies, leveraging culturally responsive strategies that support the creation of equitable environments where young people have opportunity and access to high quality instruction and afterschool programming. They also build upon and are aligned with the principles of Restorative Approaches (RA), Positive Behavior Interventions and Supports (PBIS), and trauma-informed practices.

By effectively planning, implementing and debriefing the Signature Practices, young people will build the essential SEAL skills necessary for them to thrive in school, out of school and in life.



The Three SEAL Competencies

Young people develop the ability to use critical thinking processes to analyze information, situations, norms, and context to make decisions based on identified impacts to self and others. **Decision making** is a daily process that allows youth to make choices

based on a full understanding of positive and negative consequences. This facilitates the ability to have a

positive presence, achieve goals and attain a vision for a positive future.



Young people develop the self-discipline to reflect on and regulate emotions, thoughts, and values to better develop cultural identity and healthy self-concepts, set goals for themselves, and take responsibility for their behavior. **Self-awareness and self-management** are essential to the success of building skills across other competencies.

Young people develop the ability to identify and recognize diverse emotions, perspectives, cultural backgrounds, and societal norms

and access strategies and interpersonal skills to build productive relationships.

Social awareness and relationship skills are central to success in school and life.

Create your SEAL-rich environment! Try out the techniques on the following page.

WELCOMING RITUAL: ACTIVITIES FOR INCLUSION

Welcoming Rituals establish safety, predictability, and establish connection. They ground young people into the space, support contribution by all voices, and create a sense of belonging. To be successful, these activities must be **intentionally selected, connected to the learning of the day, and engagingly facilitated**. Try some of the examples below. (1-9 minutes)

Classroom

- Class circles where youth can connect with an intentional question where they share with a partner and/or the larger group
- Connected questions that support the day's learnings/events (this can happen in a circle or not)
- Writing prompts/partner discussions on SEAL-focused topics/questions

OST Program

- Community ritual that welcomes all youth into the program space (e.g. questions, chants, etc.)
- Start each "offering" with a grounding question that connects to the activity
- Afternoon circle (mirrors day school meeting/circle)

Community

- Adults intentionally greet each young person by name as they enter the classroom/school/OST program
- Start class or OST program with a community gathering
- Food service and facilities staff are intentionally positioned to greet/support/engage with young people

Sample Welcoming Ritual Questions

*Tell a partner what makes a great friend.
What is your favorite thing to learn about?
Tell a partner one thing you like about him/her.
What was a challenging thing that happened this week?
What makes you feel angry, sad, happy, etc.?
What is one thing that is special about you?
What animal are you most like?
How do you calm down when you're upset?
What do you love most about school?
What is most challenging about school?
How do you feel if you don't get a good night's sleep?
What is something you are thankful for?
What is the kindest thing anyone has done for you?
What does your name mean?*

ENGAGING PRACTICES: SENSE-MAKING, TRANSITIONS AND BRAIN BREAKS

Engaging practices are brain-compatible strategies that can foster relationships, cultural humility and responsiveness, empowerment, and collaboration. They intentionally build SEAL skills. These practices can also be opportunities for brain breaks, elevating youth voice, and creating equitable learning spaces. Examples for all learning spaces are listed below. (1-15 minutes)

Think time: 15-30 seconds of silent think time before speaking, sharing

Turn to your partner: Share your learning, wonderings, questions, etc.

Think-Ink-Pair-Share: Reflect, write, then share with a partner or the group

Opportunities for interaction: Have young people work in small groups, with partners, etc.

Transitions: Where are opportunities for refresh and learning? (Music, games?)

Resources: GoNoodle.com, MindYeti.com

OPTIMISTIC CLOSURE: REFLECTIONS AND LOOKING FORWARD

End each learning by having participants reflect on, then name something that helps them leave on an optimistic note. This provides positive closure, reinforces the topic and creates momentum toward taking action. (3-5 minutes)

Examples of Reflective Questions

What did you learn today?

What will you share with your family?

What are you still wondering from your learning?

What are you grateful for?

What do you hope to learn more about tomorrow?

Which friend made an impact on you?

How did you show kindness to others?

Virtual School year Programs

Infusing Positive Youth Development Practices

A move to virtual programming doesn't prohibit you from doing what you know best, delivering great youth development content! As part of the DQUAC Connection Series the [Infusing Positive Youth Development and Continuous Quality Improvement into Virtual Offerings with Youth](#) webinar and accompanying [resource list](#) outlines best practices in a virtual space from a youth development lens. Participants outlined [ways apply elements of program quality in a virtual environment](#).

Measuring Program Quality and Impact In a Virtual Environment

Even as we move to a virtual environment it is important to consider how to track metrics for evaluation and continuous improvement. The following Cheat Sheet outlines metrics to consider tracking and tips on how to track them.

In response to organizations moving to virtual platforms to reach youth and families, the Denver Afterschool Alliance is excited to share a 100% free-to-use tool designed to help organizations assess the quality of their live virtual program offerings. Called PIRL (Preparation, Interaction, Reflection and Logistics), this tool builds on the Weikart Center's Program Quality Assessment (PQA) approach to quality monitoring and improvement. The PIRL follows.

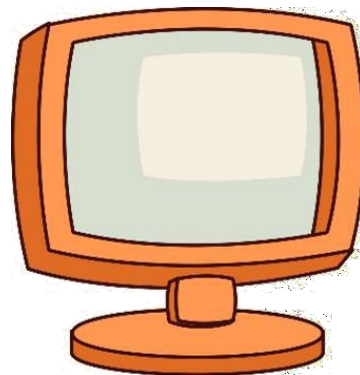
You can learn about PIRL and how to use it by watching this DQUAC Training, "[Assessing the Quality of Virtual Offerings](#)."

This toolkit serves as a gathering place for a wide range of resources to support program relaunch. Decisions on when and how to operate programming must ultimately be determined by your organization after review of current national, state, and local orders and consultation with your legal counsel. Use of this toolkit does not constitute compliance with any public order. This toolkit is not advice from the City and County of Denver regarding compliance with public orders.



Cheat Sheet: Measuring the Impact of OST Virtual Programs

In the face of COVID-19, out-of-school time (OST) organizations are moving towards virtual platforms (like Zoom, Google Classrooms, Microsoft Teams, etc.) to serve youth and families. The Denver Afterschool Alliance (DAA) suggests that OST organizations consider tracking the following metrics both for evaluation and continuous improvement purposes. Before you begin, however, it is important that you and your organization start by understanding best practices around hosting virtual programming ([example for Zoom](#)) in order to keep your staff and participating youth safe. Finally, as part of your registration process for these sessions, please consider which waivers you will need to collect, analyze, and store data.



- **Outreach.** *How many individuals were made aware of your session?* Answering this question is the starting point for assessing the potential impact of your session. That is, as more individuals are aware of what you are offering, the more likely it is that you will have a larger audience. Depending on your distribution strategy or mailing list manager (e.g. Mailchimp), you should be able to calculate the number of individuals who saw information about your session, and how they interacted with the message.
 - **Distribution list size.** This is simply the count of the number of individuals that received an email (or other) notification about the session.
 - **Open rate/ click through rate.** If you are using a mailing list manager, you will likely be able to track the number (or percentage) of individuals who opened the message (open rate) or the number of individuals who clicked on a link in the message (click through rate). Both will tell you about the attractiveness of your message.
 - **Registrations.** Some virtual platforms will allow you to track who has registered for your session. Tracking this will tell you about the effectiveness of your message.
- **Attendance.** *How many individuals attended the session?* Measuring the number of individuals who attended the session will be the easiest output to measure. Virtual platforms will either present the number of individuals who are in attendance, but some will also present person-level data at the end of the session.
 - **Aggregate attendance.** The count of the number of individuals that attended the session.
 - **Individual attendance.** Tracking the individuals who attended the session, which is especially important if you provide a *series* of virtual offerings. Most virtual platforms will provide this data as a post-session report.

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- **Interaction.** *What is the quality of the learning environment?* The impact of a virtual session stems from the quality of experience that participants have with the host, as well as the quality of their interaction with the materials, activities, and their peers. To capture this, we recommend the following quality metrics.
 - **Observed quality.** The Denver Afterschool Alliance has developed a tool called the *Preparation, Interaction, Reflection, and Logistics* (PIRL) that briefly measures the structural and interactive components that lead to a quality virtual learning environment. More information about this tool can be found [here](#).
 - **Fidelity forms.** Similar to the above, consider creating a form that details all of the practices and strategies that your program should be delivering in each session. This might include a warm welcome, an explanation of goals and objectives, strategies for eliciting participant engagement, and structured opportunities for reflection and feedback. Capturing this data will help your organization track the quality and consistency of the best practices you aim to deliver.
- **Participant Satisfaction.** *How do participants rate their experience?* To evaluate the impact of a program, it is essential to consider how the participants perceive their experience. To do this, consider adding an end-of-session question (or brief survey) to gather this feedback.
 - **Electronic polling.** Some virtual platforms provide a feature that allows you to ask an “exit question” through a polling or survey feature. Post-session reporting features will allow you to capture the participant’s reflection on their experience.
 - **Informal polling.** In many cases, an optimistic closure is used to conclude the session, and you may consider using an informal polling strategy (i.e. a thumbs up if you agree, or a “fist to five” prompt). You can then capture the average audience perception of (or satisfaction with) your session.
 - **Post-session surveys.** If you want more detailed feedback, consider sending participants a short survey (around 5 questions) through the chat feature of your virtual platform or through a follow-up email.

PIRL

Preparation, Interaction, Reflection and Logistics (PIRL) Tool

An adaptation of the Weikart Center's School Age PQA for Denver's Virtual Youth Programs

VERSION 1 | UPDATED 5.15.20



the
forum
FOR YOUTH INVESTMENT



DAVID P. WEIKART
CENTER FOR YOUTH
PROGRAM QUALITY

Organization:	
Session name:	
Staff name:	
Date:	
Assessor name:	

BACKGROUND

With more youth-serving programs using online platforms to provide remote instruction, the Denver Afterschool Alliance (DAA) is providing technical support to help the out-of-school time (OST) provider community assess and improve the quality of this delivery model. As part of our support, DAA is proud to offer the free-to-use *Preparation, Interaction, Reflection and Logistics* (PIRL) tool, which assesses various dimensions of quality for online learning and youth development sessions. Although this tool was minimally field tested, it borrows heavily from the well-researched Program Quality Assessment (PQA) from the David P. Weikart Center, and DAA has added a suite of items that specifically addresses quality factors unique to the online learning experience.

WHY USE THE TOOL?

With just 24 items to score, the tool is easy to use and fits any online subject matter. With the information that PIRL provides, youth-serving providers can identify ways to improve the quality of their online sessions. For some, this will result in minor changes, while other providers may identify opportunities to make major enhancements to their sessions. In either case, PIRL users should be mindful that the intent of this tool is to improve the experience of an online session, and it should not be used as a single piece of evidence to make important decisions.

WHAT CAN BE ASSESSED?

This tool is appropriate for assessing online, live sessions on platforms (e.g., Zoom, Google Classrooms, MS Teams) where youth are engaging with an instructor and their peers. All of these tools allow youth to participate in real time, which is critical for youth development to occur. While parts of this tool can be applied to pre-recorded sessions, the lack of person-to-person interaction results in a different youth experience.

HOW TO PREPARE TO USE PIRL.

Before using PIRL, every organization should consider their level of preparation, as well as what they hope to achieve by using the tool. Here are a few questions to consider:

1. What is the capacity of your staff to use PIRL? Ideally, your staff are trained PQA assessors who are familiar with the tool and the approach to scoring. Additionally, your organization should expect that each PIRL assessment takes about three hours from start to finish.
2. What is the data culture of your organization? For youth-serving organizations that have a history of making data-driven decisions, this tool will feel very familiar. Organizations that are not as familiar with using data should consider how this tool can help achieve their program quality or evaluation goals.
3. Do you have the data permissions to use PIRL? All individuals, both adults and youth, have a right to know how you collect data on the sessions they participate in. Before using PIRL, review your parental consent waivers to ensure that you have the appropriate permissions to have an observer (whether internal or external to your organization) attend the session.

LIST OF TERMS

Denver Afterschool Alliance: DAA, the developer of this tool, works with Denver out-of-school-time providers to help improve the quality of their programming.

The Weikart Center: The creator of the Youth Program Quality Intervention and the Program Quality Assessment.

Online platform: Tools that allow youth to interact with adults, peers, and activities in real time (e.g. Zoom, Google Classrooms, MS Teams).

Assessor: The person who observes the program and scores the rubric.

Provider: The person (or organization) who delivers the activities with youth using an online platform.

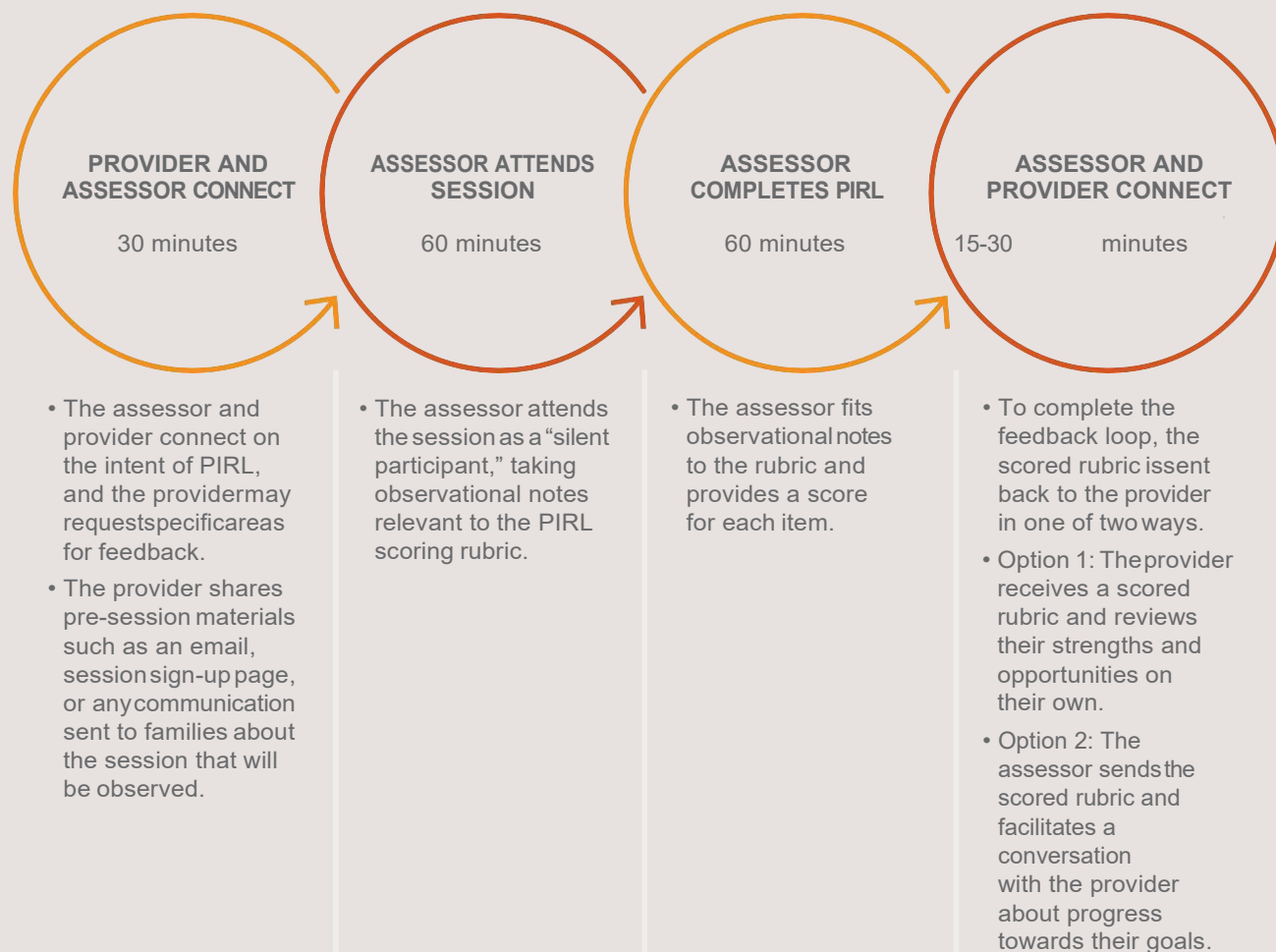
PIRL rubric: The scoring tool that comprises the remainder of this document.

Continuous improvement: An approach to regularly collecting and reviewing data to achieve quality goals.

USING THE TOOL

Scoring. The remainder of this document details the PIRL rubric, which includes nine measurement areas and 24 items. Consistent with the PQA scoring guide, each item is scored on a 1-3-5 scale, with the opportunity for the assessor to provide narrative feedback. Based on the number of items, we estimate that scoring the entire rubric should take approximately one hour, and should be completed directly after observing the session. Assessors should use the “Save As” function and create a descriptive file name.

Continuous improvement. Once the session has been observed and the scoring rubric has been filled out, the assessor will send scores to the provider so that they can review and reflect on the quality of their session. When used as part of a larger continuous improvement process, assessors might be observing multiple sessions, and in this scenario, they might also schedule a follow-up meeting to provide insights on how the program is tracking towards its quality goals. In either case, PIRL scores can be used both as an asset to improve quality as well as a tool for evaluating this improvement.



SECTION 1: PREPARATION

Communication with participants sets the stage for a successful session.

Items

<input type="checkbox"/>	1.* 1 Pre-session communications were not sent or were very unclear.	3 Pre-session communications are provided but are somewhat unclear (e.g., don't contain agenda, preparation expectations, materials list, or objectives where needed).	5 Pre-session communications are provided and include agenda, preparation expectations, materials list, and objectives where needed.
<input type="checkbox"/>	2.* 1 Majority of youth do not have the materials to complete the activities, or materials needed are different from what was communicated beforehand.	3 Some youth do not have the materials to complete the activities.	5 Majority of youth have the materials to complete the activities.
<input type="checkbox"/>	3.* 1 Activities are evidently too easy or too challenging for youth in session.	3 The activities are too easy or too challenging for many youth in session.	5 Activities are neither too easy nor too challenging for most youth in session.

Supporting Evidence

† Item copied from the PQA.
‡ Item borrowed from the PQA, but modified.
* Item developed by DAA.

SECTION 2.1: INTERACTION

The emotional climate is warm and inviting.

Items

<input type="checkbox"/>	1. [‡]	1 The emotional climate of the session is predominantly negative (e.g., disrespectful, tense, exclusive, even angry or hostile); negative behaviors, such as rudeness, bragging, insults, “trash talking,” negative gestures or other such actions are not mediated by either youth or staff.	3 The emotional climate of the session is neutral or characterized by both positive and negative behaviors.	5 The emotional climate of the session is predominantly positive (e.g., staff member establishes/refers to group expectations, staff creates protocols for taking turns, and there is an absence of negative behaviors including in the chat function). Any playful negative behaviors (not considered offensive by parties involved) are mediated (countered, curtailed, defused) by staff or youth.
<input type="checkbox"/>	2. [†]	1 Staff does not provide opportunities for youth to get to know each other (e.g., the entire session is structured so youth have no time where talking among themselves is allowed or encouraged).	3 Staff provides informal opportunities for youth to get to know each other (e.g., youth engage in informal conversations, youth get to know each other as a by-product of an activity).	5 Staff provides structured opportunities with the purpose of helping youth get to know each other (e.g., there are team-building activities, introductions, personal updates, welcomeSof new group members,icebreakers).

Supporting Evidence

† Item copied from the PQA.

‡ Item borrowed from the PQA, but modified.

* Item developed by DAA.

SECTION 2.2: INTERACTION

Staff maintains a positive atmosphere.

Items

<input type="checkbox"/>	1. [†]	1 No youth are greeted by staff as they arrive or at the start of the session.	3 Some youth are greeted by staff as they arrive or at the start of the session.	5 All youth are greeted by staff as they arrive or at the start of the session.
<input type="checkbox"/>	2. [†]	1 Staff mainly uses a negative tone of voice and disrespectful language.	3 Staff sometimes uses a negative tone of voice and disrespectful language and sometimes uses a warm tone of voice and respectful language.	5 Staff mainly uses a warm tone of voice and respectful language.
<input type="checkbox"/>	3. [‡]	1 Staff generally frowns or scowls, uses unfriendly gestures and avoids eye contact (e.g., Doesn't look into the camera).	3 Staff sometimes exhibits unfriendly behaviors and sometimes uses a friendly approach.	5 Staff generally smiles, uses friendly gestures and makes eye contact (e.g. frequently looks into the camera).

Supporting Evidence

† Item copied from the PQA.

‡ Item borrowed from the PQA, but modified.

* Item developed by DAA.

Items

<input type="checkbox"/>	1. [†] 1 The activities provide no opportunities for youth to engage with materials or ideas; activities mostly involve waiting, listening watching and repeating.	3 The activities provide opportunities for youth to engage with materials or ideas for less than half of the time.	5 The activities involve youth in engaging with (creating, combining, reforming) materials or ideas (e.g., role play, projects, experiments, writing and illustrating stories, outside exploration) for at least half of the time.
<input type="checkbox"/>	2. [‡] 1 Staff does not provide any youth structured opportunities to talk about (or otherwise communicate) what they are doing and what they are thinking about to others.	3 During activities, staff provides some youth a structured opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others (e.g., staff asks some youth to explain what they are doing or why, staff has half the youth explain their art project to another youth).	5 During the activities, staff provides all youth a structured opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others (e.g. each youth explains their reasoning behind their design to staff; staff assigns youth to small groups or breakout rooms to work on a shared task).
<input type="checkbox"/>	3. [†] 1 Staff does not provide explicit opportunities for youth to make connections between current activities and prior experiences and/or knowledge.	3 Staff tells youth about a connection between the current activity and youth's prior knowledge or experience (e.g., staff says, "This is a follow up to the experience we had last week").	5 Staff has youth make a connection between the current activity and the youth's prior knowledge or experience (e.g., staff asks youth what they learned in a related experience, staff asks youth what similar tools they have at home, staff has the youth draw a picture of their favorite fruit or vegetable).

Supporting Evidence

† Item copied from the PQA.

‡ Item borrowed from the PQA, but modified.

* Item developed by DAA.

SECTION 2.4: INTERACTION

Activities are structured to help youth build specific skills.

Items

<input type="checkbox"/>	1. [‡]	1 Staff never mentions a specific learning or skill-building focus for the session or activity (e.g., objective, learning target, goal).	3 Staff tells youth a specific learning or skill-building focus for the session or activity (e.g., objective, learning target, goal) but the focus is not clearly linked to the activity.	5 Staff tells youth a specific learning or skill-building focus for the session or activity (e.g., objective, learning target, goal) and the focus is clearly linked to the activity (e.g., students do activity related to focus, language from focus is described in activity).
<input type="checkbox"/>	2. [‡]	1 Staff does not model skills. (Modeling may use visual clues such as presenter demonstrations, slide presentations, handouts, or videos.)	3 Staff models skills for some youth. (Modeling may use visual clues such as presenter demonstrations, slide presentations, handouts, or videos.)	5 Staff models skills for all youth. (Modeling may use visual clues such as presenter demonstrations, slide presentations, handouts, or videos.)
<input type="checkbox"/>	3. [†]	1 Staff does not break difficult task(s) into smaller, simpler steps for any youth or there are no tasks of sufficient difficulty to warrant explaining steps.	3 Staff breaks difficult task(s) into smaller, simpler steps for some youth.	5 Staff breaks difficult task(s) into smaller simpler steps for all youth (e.g., steps are explained in sequence; instructions are provided for specific steps; examples of completed steps are shared).

Supporting Evidence

† Item copied from the PQA.

‡ Item borrowed from the PQA, but modified.

* Item developed by DAA.

SECTION 2.5: INTERACTION

Staff encourages youth and recognizes their contributions.

Items

<input type="checkbox"/>	1. [†] 1 Staff does not support contributions or accomplishments of youth in either of the ways described for a score of 3 or 5, or simply doesn't support youth at all.	3 Staff supports contributions or accomplishments of youth but uses subjective or evaluative comments, such as "Good job!", "I like it!" or "You're so smart!"	5 Staff supports at least some contributions or accomplishments of youth by acknowledging what they've said or done with specific, non-evaluative language (e.g., "It looks like you put a lot of time into choosing the color for your painting," "You came up with lots of ideas for the group activity.").
<input type="checkbox"/>	2. [†] 1 Staff rarely or never asks open-ended questions.	3 Staff makes limited use of open-ended questions (e.g., only uses them during certain parts of the activity or repeats the same questions).	5 Staff makes frequent use of open-ended questions (e.g., staff asks open-ended questions throughout the activity and questions are related to the context; most youth have opportunities to answer questions that seek opinions or require thoughtful answers).

Supporting Evidence

† Item copied from the PQA.

‡ Item borrowed from the PQA, but modified.

* Item developed by DAA.

Items

<input type="checkbox"/>	1. [†] 1 Staff does not provide opportunities for youth to make choices within activities, or choices given are false, token ones (e.g., staff says, "You can annotate with the heart stamp or the star stamp").	3 Staff provides opportunities for some youth to make authentic choices within activities (e.g., some youth are asked to create a project and present while others only give feedback).	5 Staff provides opportunities for all youth to make authentic choices within activities (e.g., all youth are able to choose what to build, all youth choose which yoga move to demonstrate, all youth choose which items to share for virtual show and tell).
<input type="checkbox"/>	2. [‡] 1 Staff does not provide opportunities for youth to make choices within activities.	3 Staff provides opportunities for youth to make discrete choices between set options within activities (e.g., youth choose whether to draw an owl, penguin or ostrich; youth choose whether to play 'I spy' or 'Never Have I Ever').	5 Staff provides opportunities for youth to make open-ended choices within activities rather than choosing from limited options provided to them (e.g., youth choose any animal they want to, youth decide to build any structure, youth make choices to act out a character for a virtual role play).

Supporting Evidence

† Item copied from the PQA.

‡ Item borrowed from the PQA, but modified.

* Item developed by DAA.

SECTION 3: REFLECTION

Youth have opportunities to reflect on their experience and growth.

Items

<input type="checkbox"/>	1. [†]	1 Staff does not create an opportunity for any youth (individual or group) to make plans (e.g., youth plan how to spend their time, how to do something).	3 Staff creates an opportunity for some youth (individual or group) to make plans (e.g., youth plan how to spend their time, how to do something).	5 Staff creates an opportunity for all youth (individual or group) to make plans (e.g., youth plan how to spend their time, how to do something).
<input type="checkbox"/>	2. [†]	1 Staff does not engage youth in an intentional process of reflecting on what they have done during the program session.	3 Staff engages some youth in an intentional process of reflecting on what they have done during the program session.	5 Staff engages all youth in an intentional process of reflecting on what they have done during the program session (e.g., writing in journals, reviewing minutes, sharing progress, accomplishments, or feelings about the experience).
<input type="checkbox"/>	3. [‡]	1 Staff dismisses feedback from youth who initiate it, or youth have no opportunities to provide feedback on the activities.	3 Staff is receptive to feedback initiated by youth on the activities but does not solicit it.	5 Staff initiates structured opportunities for youth to give feedback on the activities (e.g., staff asks feedback questions, provides session evaluations, or quickly polls youth at the end of the session).

Supporting Evidence

† Item copied from the PQA.

‡ Item borrowed from the PQA, but modified.

* Item developed by DAA.

Items

<input type="checkbox"/>	1.*	1 Staff volume, background noise or technology makes staff frequently inaudible.	3 Staff volume, background noise or technology makes staff sometimes inaudible.	5 Staff volume is fully audible and staff uses clear annunciation.
<input type="checkbox"/>	2.*	1 Camera angles, staff positioning or technology used frequently make it hard so see their face or what is happening.	3 Camera angles, staff positioning or technology used sometimes make it hard so see their face or what is happening.	5 Camera angles, staff positioning or technology used make it easy to see their face and the activities that are happening.
<input type="checkbox"/>	3.*	1 Staff does not provide an overview of the technological features of the platform that will be used.	3 Staff provides an overview of the technological features of the platform, but the explanation is insufficient to complete the activities(e.g., youth are confused, youth are not able to complete activities, or in-the-moment explanations are required).	5 Staff provides a sufficient overview of the technological features of the platform being used.
<input type="checkbox"/>	4.*	1 Staff does not use any safety features of the platform to ensure that youth are protected OR does not address unsafe virtual behavior when needed (e.g., using registration codes, creating waiting rooms, monitoring breakouts, disabling inappropriate chats, or expelling disruptive youth).	3 Staff uses at least one safety feature of the platform to ensure that youth are protected, OR does not appropriately utilize to address unsafe behavior effectively when needed (e.g., using registration codes, creating waiting rooms, monitoring breakouts, disabling inappropriate chats, or expelling disruptive youth).	5 Staff uses multiple safety features of the platform to ensure that youth are protected, and uses them to effectively address behavior when needed (e.g., using registration codes, creating waiting rooms, monitoring breakouts, disabling inappropriate chats, or expelling disruptive youth).

Supporting Evidence

† Item copied from the PQA.
 ‡ Item borrowed from the PQA, but modified.
 * Item developed by DAA.

The Denver Afterschool Alliance (DAA) unites out-of-school-time (OST) providers and professionals in a single network, providing resources and supports to help improve the quality of OST programming for all Denver youth.

As the COVID-19 crisis continues, DAA is committed to helping OST providers respond to the changing needs of Denver's youth and families. Building on our commitment to quality and accessibility, we are creating and offering free resources and tools to OST providers so they are better prepared to serve youth under these new conditions. The PIRL tool detailed here is an example of a modified resource available to all OST providers. To access additional supports, and learn more about DAA's work, visit www.denvergov.org/afterschoolalliance.

DAA recognizes the David P. Weikart Center's Program Quality Assessment (PQA) tool and approach to quality improvement as the basis for the development of PIRL. With online learning becoming a more prevalent delivery method for youth-serving programs, we will continue to learn and enhance this tool. In that spirit, if you use this tool, please let us know about your experience by reaching out to the DAA's John Lewis or Daniel Read.

John Lewis, *NetworkLead*

john_lewis@dpsk12.org

Daniel Read, *Analyst*

daniel.read@denvergov.org

In-Person School Year Programs



Current National, State, and Local COVID-19 Orders

The following guidance and orders should be considered in your planning for your in-person school year programming.

State of Colorado

"Currently at Level 3: [Safer at Home and in the Vast, Great Outdoors](#)" through August 22, 2020. The state's COVID 19 website includes [guidance](#) and a [Safer at Home FAQs](#).

Additional guidance is available for:

- [Child care facilities](#) (licensed and licensing exempt)
- [CDCs guidance](#)
- [Best practices for all businesses](#)

City and County of Denver

Under a [Safer At Home](#) order.

Denver has an order in place requiring [face coverings](#) for all members of the public 3 years of age and over.

Occupational Safety and Health Administration

OSHA has issued [Guidance on Preparing Workplaces for COVID-19](#).

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In-Person School Year Programs

Facilities and Social Distancing

Partner Facilities

For programs traditionally hosted in a facility that is not your own, you will need to determine the availability of the space this school year.

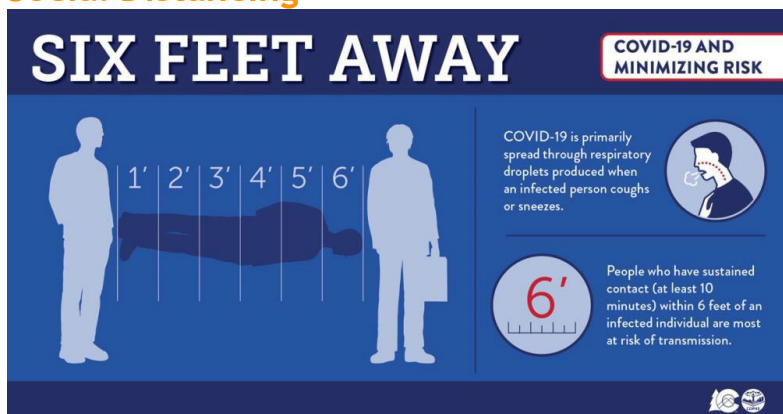
Enrichment partners into their school buildings to decrease contact within each community. Only 5-day-per-week comprehensive providers will run programs at reduced capacities. For more information and/or updates about this decision, you can contact Eric_Golden@dpsk12.org.

If using a partner facility, ensure you have clear agreement on responsibility for the cleaning requirements outlined below.

Space for Required Groupings

Childcare Facilities may operate under their Department of Human Services licensed capacity and group size per [Colorado](#). Students should remain in the same group with the same staff each day. Please see the [FAQs from Child Care Licensing](#) for more details.

Social Distancing



Per [Colorado guidance for child care facilities](#) you should “encourage 6-foot distancing and, where possible, implement distancing systems.” The Institute for Child Preparedness outlines that this means keeping a minimum of 12 feet between each participant so a staff person can pass between two participants (Page 6). It is important to consider this distancing not just for participants, but for staff as well as [Denver's criteria and requirements for business reopening](#) necessitates a 6-foot separation between employees. In addition, [Denver's criteria and requirements for business reopening](#) recommends the installation of plastic shields to provide protection between employees and customers. Consider if these might make sense for any locations in your facility (such as a check-in desk).

Our partners at Y of Metropolitan Denver and Denver Parks & Recreation have been offering emergency child care and have implemented a number of strategies to help maintain social distancing. The following checklist outlines those strategies and can be used as a starting place to identify your strategies for social distancing.

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Facilities & Social Distancing Preparation Checklist

This checklist can be used prior to launching your school year program to help you monitor completion of the guidance and recommendations necessary for facilities and social distancing.

	Item	Date Completed	Notes
<input type="checkbox"/>	Identify available facility has adequate space for groups of 10 participants and an isolation room for sick children.		
<input type="checkbox"/>	Set up each program space so participants are 6 feet apart whenever possible.		
<input type="checkbox"/>	Use the biggest classrooms and gymnasiums available		
<input type="checkbox"/>	Reduce each area by a minimum of 50% of the international building code capacity		
<input type="checkbox"/>	Determine spots at tables that maintain social distancing and mark with painters tape		
<input type="checkbox"/>	Talk to kids about arm's length away and personal space and stop during the day to conduct arm's lengths checks		
<input type="checkbox"/>	Use hula hoops, pool noodles, painters tape to mark socially distanced spaced during circles or morning meetings		
<input type="checkbox"/>	Mark the floor anywhere children or parents will line up to ensure 6-foot spacing		
<input type="checkbox"/>	Choose activities that allow for more physical space / Do not play sports that require team play		
<input type="checkbox"/>			
<input type="checkbox"/>			

Based upon The Y of Metropolitan Denver COVID-19 Child Care FAQ and [“Proposed Guidance for the Establishment of Emergency Child Care During the COVID-19 Pandemic”, Institute for Child Preparedness.](#)

[Click here](#) to access an editable version of this checklist.

This toolkit serves as a gathering place for a wide range of resources to support program relaunch. Decisions on when and how to operate programming must ultimately be determined by your organization after review of current national, state, and local orders and consultation with your legal counsel. Use of this toolkit does not constitute compliance with any public order. This toolkit is not advice from the City and County of Denver regarding compliance with public orders.

In-Person School Year Programs

Staffing

Staff Training

[Colorado guidance for child care facilities](#) and the Institute for Childhood Preparedness outline areas in which staff should receive guidance or training:

- Prevention of infection and spread of COVID-19
- Issues in the Safer at Home Order
- Maintain 6-foot distancing
- Hand washing
- Hygiene
- Personal protective equipment
- Signs & Symptoms of COVID-19

The Institute for Child Preparedness recommends this training occur within 48 hours of their first shift (Page 7).

Vulnerable Populations

Under the Colorado [Safer At Home Order](#), vulnerable populations should still follow the Stay At Home Order. As an employer, you cannot compel vulnerable individuals to return to work in person.

- Additional information about [people at higher risk for severe illness](#).
- The [Safer At Home FAQ](#) discusses current guidance for this population

Staff Health and Safety

Colorado guidance indicates that all staff should be required to stay home if they show any symptoms or signs of sickness or have been in contact with known positive COVID-19 cases. The CDC offers [guidance on the creation of a communication system](#) for staff to report illness and exposure. Further, flexible work options should be given to staff with child and elder-care responsibilities per [Denver's criteria and requirements for business reopening](#).

Further, [Colorado guidance for child care facilities](#) and the Institute for Childhood Preparedness outline the need for daily health and temperature checks to monitor for symptoms in employees. Our partners at The Y of Metropolitan Denver have expanded their checks to include other contagious illnesses such as the common cold and flu to maintain an overall healthy environment.

“Temperature of 100.4 is automatic ‘No GO.’ If the person answers affirmative to a combination of two of any of the following (Dry Cough, Sore Throat, Shortness of Breath), the person should be politely asked to leave immediately and notify their supervisor.”
CDPHE, [How to conduct a facility health screening](#)

The Colorado Department of Public Health & Environment has outlined [how to conduct a facility health screening](#) and includes an [instructional video](#) on how to set up a health screening system. An Employee Screen Form for entering daily checks and a wellness screen template are provided on the following pages.

Symptomatic employees should be referred to the [CDPHE Symptom Tracker](#) and Denver Public Health [recommendations for returning to work](#) can be considered before staff return.

In order to maintain overall healthy operations, CDC guidance suggests the creation of a communication system and discussing coping & resilience

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Wellness Screening

DATE: _____

Name: _____

Role: _____

Do you have a fever? Yes: _____ No: _____

Temperature Reading: _____

Do you have any of the following symptoms?

Dry Cough: _____

Shortness of Breath or Other Respiratory Problems: _____

Sore Throat: _____

Loss of taste or smell: _____

Nasal Congestion: _____

Rash: _____

Nausea or Diarrhea: _____

Fatigue: _____

None: _____

Based upon the Colorado State Emergency Operations Center Wellness Screening form available from the [CDPHE's How to conduct a facility health screening](#) and The Y of Metropolitan Denver COVID-19 Child Care FAQ.

[Click here](#) to access an editable version of this screening form

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In-Person School Year Programs

Group Size and Ratio

As outlined in the facilities section, group sizes should be no more than 10 children per group for indoors per [Colorado guidance for children's day camps and youth sports camps](#) (with ideal practice of 8 children or youth per group based on CDC recommendations). This same Colorado guidance outlines a group size of 25 per group for outdoor programs.

While child care licensing ratio recommendations have not been adjusted with any Colorado Orders, the Institute for Child Preparedness recommends a ratio of 2 adults to 8 children or youth for a total, in any room, of 10 people (Page 8). Further, groups of children and the paired adult(s) should remain in the same group each day.

According to the Colorado Department of Public Health & Environment (CDPHE), organized recreational sports are permitted in groups of up to 25 players, excluding coaches and referees/umpires. CDPHE provides [additional guidance](#) specifically related to recreational sports, swimming pools, and parks.

The [CDC Guidance for Child Care Programs that Remain Open](#) recommends developing plan for coverage for increased absences. This may include partnering with other programs

Additional Staff Positions

[Colorado guidance for children's day camps and youth sports camps](#) requires all programs to have a nurse on call. In its ["Proposed Guidance for the Establishment of Emergency Child Care During the COVID-19 Pandemic"](#), the Institute for Child Preparedness recommends three positions be considered for programs:

- Onsite Safety Officer (Page 8)
- Onsite Nurse or Healthcare Provider (Page 8)
- Onsite Infection Control Staff (Page 9)

[Denver's criteria and requirements for business reopening](#) require business to "deputize a workplace coordinator to address COVID-19 issues". This position might take on some or all of the responsibilities of the Safety Officer and Infection Control Staff.

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Staffing Preparation Checklist

This checklist can be used prior to launching your school year program to help you monitor completion of the guidance and recommendations necessary for staffing.

	Item	Date Completed	Notes
<input type="checkbox"/>	Ensure necessary staff training related to COVID-19 orders and procedures.		
<input type="checkbox"/>	Ensure adequate staffing and scheduling for a minimum of 1:10 ratio, but an ideal ratio of 2:8.		
	Work to keep staff with the same group of students each day.		
<input type="checkbox"/>	Determine staff members who are part of vulnerable populations and ensure they do not return to work.		
<input type="checkbox"/>	Implement daily health screening protocols for staff.		
<input type="checkbox"/>	Consider establishing additional onsite positions to support programming during the COVID-19 pandemic: <ul style="list-style-type: none"> – <i>Safety Officer</i> – <i>Nurse</i> – <i>Infection Control Staff</i> 		
<input type="checkbox"/>	Deputize a workplace coordinator to address COVID-19 issues.		
<input type="checkbox"/>	Ensure an on call nurse.		
<input type="checkbox"/>			

Based upon The Y of Metropolitan Denver COVID-19 Child Care FAQ and [“Proposed Guidance for the Establishment of Emergency Child Care During the COVID-19 Pandemic”, Institute for Child Preparedness.](#)

[Click here](#) to access an editable version of this checklist.

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In-Person School Year Programs

Health and Safety Protocols

The protocols outlined in this section are designed to slow or prevent the spread of COVID-19 in your programs. A Stop the Spread poster from the CDC follows and can be hung throughout your program space.

Access Control: Visitors

The Institute for Child Preparedness recommends the suspension of visitors to programs (page 9). In the case of shared facilities, the space used for school year programs should not be used by others in the building. In the event visitors are necessary (such as electrical or plumbing repairs ensure visitors are aware of the health guidelines and consider some level of screening).

Access Control: Drop Off and Pick Up

[Colorado guidance for child care facilities](#) recommends implementing curbside drop off and pick up and check-in and -out procedures that minimize touching shared items. This might include online check-in and -out. Colorado guidance for children's day camp and youth sports camps suggests implementing staggered drop off and pick up times to avoid large groups and allow for screening. [The Boys and Girls Clubs of Metro Denver at Johnson Elementary](#) created this Facebook post showing families what the check-in process will look like at their program.

The Institute for Child Preparedness further recommends that parents/guardians identify two back up adults to pick up children or youth in the event they are exposed to COVID-19 during their workday (Pages 9-10). [The American Camp Association and the YMCA Field Guide for Camps on Implementation of CDC Guidance](#) provides additional strategies for communicating with families about drop off and pick up (Page 70).

The Institute for Childhood Preparedness recommends daily health checks should be conducted for participants as outlined in the Staff Health and Safety Section.

Daily Cleaning, Sanitizing, and Disinfecting Protocols

The facilities used for your school year program will need to be routinely cleaned, sanitized, and disinfected considering Colorado's cleaning guidance, [CDC Child Care Cleaning Guidance](#) (required for licensed programs), and [CDC's Cleaning and Disinfecting Your Facility Guidance](#). A summary of the CDC's guidance and their Making Your Plan to Clean and Disinfect decision tool follows. The [American Camp Association and the YMCA Field Guide for Camps on Implementation of CDC Guidance](#) outlines a list of suggested quantities of program cleaning supplies and materials to have on hand before opening (Pages 81-82).

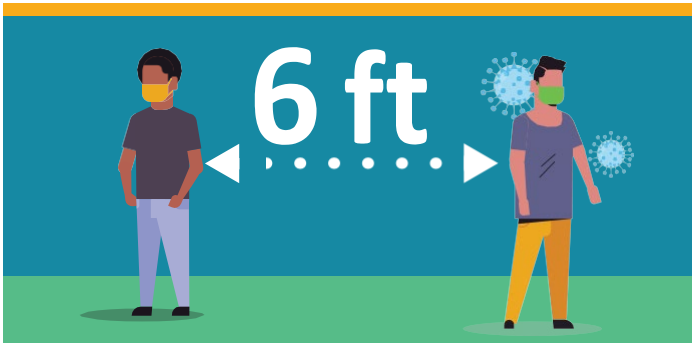
You will want to consider a plan and schedule for every day cleaning, cleaning when someone is sick, and considerations for employee safety when cleaning. Cleaning, sanitizing, and disinfecting protocols should include frequently touched surfaces, toys or games, any food preparation or service items, and laundry. Reference the [EPA's List N: Disinfectants for Use Against SARS-CoV2-2](#) when selecting disinfectants and when determining the needed contact time for proper disinfection. The Institute for Child Preparedness recommends wiping down hard surfaces at least four times a day and tables before and after every use (Page 18 and 26). [Denver Public Health & Environment](#) created a short list of EPA-approved disinfectants, including those which are safe for food contact surfaces.

Additionally, consideration should be given to ensure proper ventilation per [Denver's criteria and requirements for business reopening](#).

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Stop the Spread of Germs

Help prevent the spread of respiratory diseases like COVID-19.



Stay at least 6 feet
(about 2 arms' length)
from other people.



Cover your cough or sneeze with a
tissue, then throw the tissue in the
trash and wash your hands.



When in public, wear a
cloth face covering over
your nose and mouth.



Do not touch your
eyes, nose, and mouth.



Clean and disinfect
frequently touched
objects and surfaces.



Stay home when you are sick,
except to get medical care.



Wash your hands often with soap
and water for at least 20 seconds.



cdc.gov/coronavirus

GUIDANCE FOR CLEANING & DISINFECTING

PUBLIC SPACES, WORKPLACES, BUSINESSES, SCHOOLS, AND HOMES



SCAN HERE
FOR MORE
INFORMATION

1 DEVELOP YOUR PLAN

DETERMINE WHAT NEEDS TO BE CLEANED. Areas unoccupied for 7 or more days need only routine cleaning. Maintain existing cleaning practices for outdoor areas.

DETERMINE HOW AREAS WILL BE DISINFECTED. Consider the type of surface and how often the surface is touched. Prioritize disinfecting frequently touched surfaces.

CONSIDER THE RESOURCES AND EQUIPMENT NEEDED. Keep in mind the availability of cleaning products and personal protective equipment (PPE) appropriate for cleaners and disinfectants.

Follow guidance from state, tribal, local, and territorial authorities.

2 IMPLEMENT

CLEAN VISIBLY DIRTY SURFACES WITH SOAP AND WATER prior to disinfection.

USE THE APPROPRIATE CLEANING OR DISINFECTANT PRODUCT. Use an EPA-approved disinfectant against COVID-19, and read the label to make sure it meets your needs.

ALWAYS FOLLOW THE DIRECTIONS ON THE LABEL. The label will include safety information and application instructions. Keep disinfectants out of the reach of children.

3 MAINTAIN AND REVISE

CONTINUE ROUTINE CLEANING AND DISINFECTION. Continue or revise your plan based upon appropriate disinfectant and PPE availability. Dirty surfaces should be cleaned with soap and water prior to disinfection. Routinely disinfect frequently touched surfaces at least daily.

MAINTAIN SAFE PRACTICES such as frequent handwashing, using cloth face coverings, and staying home if you are sick.

CONTINUE PRACTICES THAT REDUCE THE POTENTIAL FOR EXPOSURE. Maintain social distancing, staying six feet away from others. Reduce sharing of common spaces and frequently touched objects.

For more information, please visit **CORONAVIRUS.GOV**



MAKING YOUR PLAN TO CLEAN AND DISINFECT

Cleaning with soap and water removes germs, dirt, and impurities from surfaces. It lowers the risk of spreading infection.

Disinfecting kills germs on surfaces. By killing germs on a surface after cleaning, it can further lower the risk of spreading infection.



Is the area indoors?

YES

It is an indoor area.

NO

Maintain existing cleaning practices. Coronaviruses naturally die in hours to days in typical indoor and outdoor environments. Viruses are killed more quickly by warmer temperatures and sunlight.

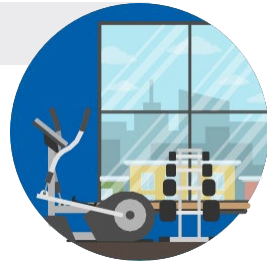
Has the area been occupied within the last 7 days?

YES

Yes, the area has been occupied within the last 7 days.

NO

The area has been unoccupied within the last 7 days. The area will need only routine cleaning.



Is it a frequently touched surface or object?

YES

Yes, it is a frequently touched surface or object.

NO

Thoroughly clean these materials. Consider setting a schedule for routine cleaning and disinfection, as appropriate.



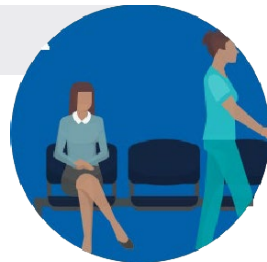
What type of material is the surface or object?

Hard and non-porous materials like glass, metal, or plastic.

Visibly dirty surfaces should be cleaned prior to disinfection. Consult EPA's list of disinfectants for use against COVID-19, specifically for use on hard, non-porous surfaces and for your specific application need. More frequent

Soft and porous materials like carpet, rugs, or material in seating areas.

Thoroughly clean or launder materials. Consider removing soft and porous materials in high traffic areas. Disinfect materials if



In-Person School Year Programs

Hygiene and Handwashing

The Institute for Childhood Preparedness recommends that with proper social distancing, unnecessary contact should not be permitted. This includes hugs, handshakes, high-fives, pats on the back (Page 11). Additionally, according to [Colorado guidance on preventing the spread of COVID-19](#) and the Institute for Childhood Preparedness, staff and students should avoid touching their eyes, ears, mouth, and face and should cover coughs and sneezes (Page 11).

Based on the [CDC's recommendations](#), standard child care licensing guidelines, and [Colorado guidance for child care facilities](#) ensure that at minimum you and your participants are washing hands for at least 20 seconds:

- Upon arrival at the program
- Before, during, and after serving food
- Before eating food
- Before and after caring for someone who is sick
- Before and after treating a cut or wound
- After using the bathroom
- After blowing your nose, coughing, or sneezing
- After touching garbage
- Any time you return to your program space from outside
- Before touching your eyes, nose or mouth

The American Camp Association and the YMCA Field Guide for Camps on Implementation of CDC Guidance offers hand washing misconceptions for consideration:

- Water temperature is not important. Clean cold and warm water work equally well.
- Antibacterial soap is not more effective than regular soap.
- Bar soap and liquid soap are equally effective.
- Soap and water are more effective than alcohol-based hand sanitizer if hands are visibly dirty or greasy.
- If water is available but soap and hand sanitizer are not, rubbing your hands together under water and drying them off with a clean towel or letting them air dry can remove some germs. Only use this method as a last resort.

When soap is not available, hand sanitizer with at least 60% alcohol can be used, but licensed child care facilities should follow all related licensing guidelines regarding hand sanitizer.

[Denver's criteria and requirements for business reopening](#) requires the posting of signs for employees and customers on safe hygiene. A handwashing poster follows.

The American Camp Association [offers examples](#) of how to make handwashing and keeping hands away from face and mouth fun and interactive for participants. Consider incorporating activities or games about the spread of germs into your programming.

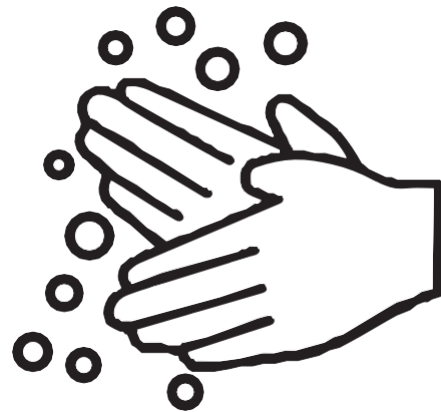
An example of handwashing procedures from the American Camp Association follows and can be posted at handwashing stations throughout your facility. Additionally, the Centers for Disease Control offers a [wide range of handwashing posters](#) geared toward children and teens.

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JOIN THE CITY & COUNTY OF DENVER IN SPREADING FACTS, NOT FICTION

The best way to protect yourself from illness
and prevent the spread of germs,



**Including the novel coronavirus (COVID-19),
is to wash your hands regularly with soap & water,
especially before eating.**

If you have a respiratory illness, please visit us when you are not experiencing symptoms.

ÚNETE A LA CIUDAD Y AL CONDADO DE DENVER EN DIFERENTES HECHOS, NO FICCIÓN

La mejor manera de protegerse de las enfermedades
y prevenir la propagación de gérmenes,



**Incluyendo el nuevo coronavirus (COVID-19),
es lavarse las manos regularmente con agua y jabón,
especialmente antes de comer**

Si tiene una enfermedad respiratoria, visítenos cuando no tenga síntomas.

For more tips and information, visit denvergov.org

Para más consejos e información, visite denvergov.org en donde podrá ver información en su idioma. La página tiene una función para cambiar la idioma.

311 | [POCKETGOV.COM](https://pocketgov.com) | [DENVERGOV.ORG](https://denvergov.org) | DENVER 8 TV



Under authority of Denver Revised Municipal Code 24-16, this sign shall remain posted in a conspicuous location upon entry to your establishment with corresponding DDPHE handwashing signage posted in all facility restrooms. Contact DDPHE promptly if sign becomes damaged beyond use. Failure to comply with lawful orders issued by DDPHE can result in enforcement actions under 24-24 DRMC. Contact DDPHE with questions at phicommments@denvergov.org or 720-913-1311.

Bajo la autoridad del Código Municipal Revisado de Denver 24-16, este letrero permanecerá publicado en un lugar visible en la entrada de su establecimiento. También se necesita información del Departamento de Salud Pública (DDPHE) y Medio Ambiente de Denver en todos los baños anunciando que se laven las manos. Póngase en contacto con DDPHE de inmediato si el anuncio se daña más allá del uso. Si no cumple con las órdenes legales por DDPHE puede resultar en una multa bajo 24-24 DRMC.

Comuníquese con DDPHE con preguntas en phicommments@denvergov.org o 720-913-1311.

How to Wash Your Hands

Scrub hands for at least 20 seconds



**NEED A
TIMER? SING
THIS SONG
TWICE**

If you're a Camper and you know it
Wash your hands
If you're a Camper and you know it
Wash your hands

If you're a Camper and you know it
Then your hands will surely show it
If you're a Camper and you know it
Wash your hands



Preferably with a paper towel



REMEMBER: DON'T TOUCH YOUR FACE!

american *CAMP* association®

Masks and Other Personal Protective Equipment (PPE)

In alignment with [CDC guidance](#), face coverings are [required in the City & County of Denver](#). Denver's order requires face coverings for anyone over 3 years of age in any or in line from any business, including school year programs. Therefore, programs should plan for participants, staff, and parents (during pick up and drop off) to be wearing face coverings. Masks should be removed if children are napping.

Wear non-medical face coverings when in public.



Denver's order also requires business to post signs regarding the face covering requirement. A sample sign follows. Details on how to wear your mask, frequently asked questions, and informational videos can be found on [Denver's Wearing & Making Face Coverings](#) page.

Further [guidance on face coverings in child care operations](#) is also available from the state and the CDC also provides recommendations on the dos and don'ts of wearing face coverings, which follows.

Additional PPE should be considered for staff conducting temperature checks or working with sick children. The [CDC recommends](#) putting on an N95 or higher-level respirator, eye protection, and a pair of gloves before performing a temperature check. A gown may also be needed if extensive contact is needed. [The American Camp Association and the YMCA Field Guide for Camps on Implementation of CDC Guidance](#) provides more details on when to don additional PPE.

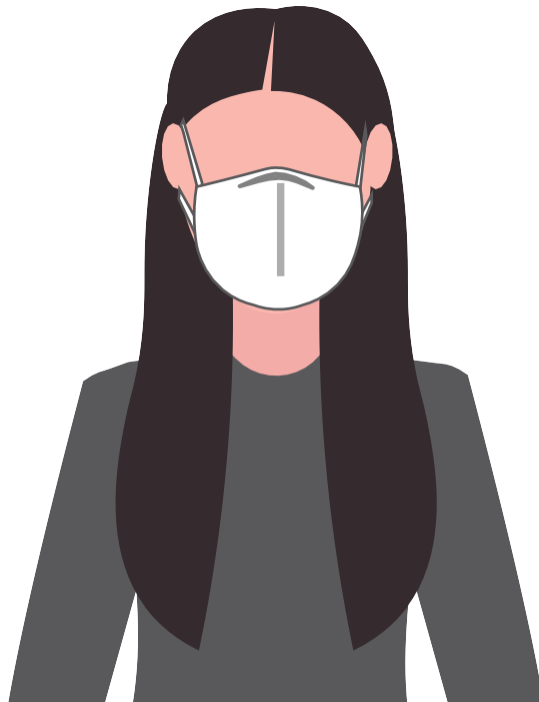
As the supply chain for N95 masks normalizes, Environmental Health & Education, Inc. provides suggestions on ["How to Know If an N95 Respirator is Real or Counterfeit"](#).

[The American Camp Association and the YMCA Field Guide for Camps on Implementation of CDC Guidance](#) suggests storing a larger inventory of PPE in a locked area that is dry and free from environmental and temperature extremes.

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All visitors and employees are
**REQUIRED TO WEAR A
FACE COVERING**
at this site at all times, except when
working alone in a private room.



DENVER
THE MILE HIGH CITY

Face Covering Do's and Don'ts:

DO:



- ✓ Make sure you can breathe through it
- ✓ Wear it whenever going out in public
- ✓ Make sure it covers your nose and mouth
- ✓ Wash after using

DON'T:

- ✗ Use if under two years old
- ✗ Use surgical masks or other PPE intended for healthcare workers



cdc.gov/coronavirus

In-Person School Year Programs

Meals and Snacks

The Institute for Child Preparedness recommends discouraging bringing food from home to limit possible sources of contamination. Programs should consider guidance for catering in meals or preparing meals (Page 15).

In all cases, utensils and plates should not be shared by participants and disposable, single-use plates and utensils are ideal (Page 15). Additionally, [Colorado guidance for child care facilities](#) recommends staggering meal times and encouraging individual rather than family style meals.

Equipment and Supplies

Beyond the recommendations above for needed personal protective equipment and cleaning supplies, consideration should be given to program materials. [Colorado guidance for child care facilities](#) recommends limiting toys to those that are easily cleanable and non-porous.

The Institute for Child Preparedness further recommends that multi-person games and supplies be limited in favor of individual toys and items such as crayons (Page 18). This is reinforced by the [CDC](#) (page 44). Additionally the Institute for Child Preparedness discourages the use of playground equipment (Page 19). [The American Camp Association and the YMCA Field Guide for Camps on Implementation of CDC Guidance](#) provides "good, better, and best" practices for equipment based on activity type (page 63)

Isolation of Sick Staff and Participants

The Institute for Childhood Preparedness recommends that staff members or participants with signs or symptoms of COVID-19 while at the program, should be sent home as soon as possible. An isolation room (ideally with a cot should be set up while children are waiting for their parents. If the adult with the participant is taking a temperature or providing other care, he or she should wear PPE as outlined above.

Per [Denver Public Health](#), anyone with symptoms of COVID-19 should isolate themselves for 7 days.

[According to The American Camp Association and the YMCA Field Guide for Camps on Implementation of CDC Guidance](#)(Page20-21), those who have had close contact to a person diagnosed with COVID-19 need to be informed and should stay home and self-monitor for symptoms and to follow CDC guidance if symptoms develop. If a person does not have symptoms follow appropriate CDC guidance for home isolation. Additionally, to protect patient privacy, contacts are only informed that they may have been exposed to a patient with the infection. They are not told the identity of the patient who may have exposed them.

Program Closure

Per [Colorado Executive Order](#), programs with a positive or suspected case of COVID-19 in a student, parent of a student, or staff member are directed to work with Denver Public Health to determine whether to close the facility or affected portion of the facility. If closure is required it will be for no less than 24 hours while protocols pursuant to CDPHE guidance can be implemented.

A communication protocol should be in place to notify all parents of such closure (Institute for Childhood Preparedness, Page 10).

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Health & Safety Preparation Checklist

This checklist can be used prior to launching your school year program to help you monitor completion of the guidance and recommendations necessary for health and safety.

	Item	Date Completed	Notes
<input type="checkbox"/>	Establish access control protocols that limit visitors and ensure screening of any necessary visitors.		
<input type="checkbox"/>	Establish pick-up and drop-off protocols that limit contact including curbside drop off and pick up and online sign in and out.		
<input type="checkbox"/>	Establish daily wellness check protocols for staff and students		
<input type="checkbox"/>	Ensure necessary staff for daily wellness checks and secure thermometer appropriate for screening.		
<input type="checkbox"/>	Establish daily cleaning, disinfecting, and sanitizing protocols for frequently touched surfaces, tables, and toys.		
<input type="checkbox"/>	Secure any needed disinfecting supplies.		
<input type="checkbox"/>	Establish protocols for handwashing at all necessary times.		
<input type="checkbox"/>	Determine how to incorporate learning about the spread of germs, handwashing, and not touching your face in to programming.		
<input type="checkbox"/>	Post handwashing instructions at all handwashing stations.		
<input type="checkbox"/>	Ensure masks are available for all staff; establish expectations and protocols for participant masks; post required signs.		
<input type="checkbox"/>	Secure any additional PPE necessary.		
<input type="checkbox"/>	Establish program schedule to allow for staggered meals.		

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	Item	Date Completed	Notes
<input type="checkbox"/>	Secure catering or adjust food preparation protocols.		
<input type="checkbox"/>	Secure disposable plates and utensils and any other needed food service supplies.		
<input type="checkbox"/>	Remove all toys that are not easily cleaned.		
<input type="checkbox"/>	Establish protocols for all toys, including providing individual toys and supplies when possible.		
<input type="checkbox"/>	Establish protocols for outside play that avoid use of playground equipment and ensure lesson plans allow for other engaging outdoor activities.		
<input type="checkbox"/>	Designate and prepare a space for isolation of sick children.		
<input type="checkbox"/>	Establish a communication protocol with parents in the event of a facility closure.		
<input type="checkbox"/>	Establish protocols for ensuring all participants or staff exhibiting signs and symptoms of COVID-19 do not return until after a period of self isolation.		
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			

Based upon The Y of Metropolitan Denver COVID-19 Child Care FAQ, state and local guidelines, and [“Proposed Guidance for the Establishment of Emergency Child Care During the COVID-19 Pandemic”, Institute for Child Preparedness.](#)

[Click Here](#) for an editable version of this checklist.

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Consent for Programming During COVID-19

As you work with your legal counsel to determine your approach to risks and liability related to programming during the COVID-19 pandemic, you will want to develop a waiver or consent for participation unique to the current situation.

The following document outlines some of the elements you and your legal counsel might want to consider for inclusion in your program consent.

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Elements to Consider for a

Proper sanitation practices, avoiding contact with infected persons, self-quarantining if sick are the most effective prevention measures known at this time (insert link to CDC, WHO)

May choose to outline safety protocols including ratios, facility access, hygiene practice, cleaning practices, symptom checks for staff/youth, PPE, response procedures if any individuals become infected, etc.

Parent/Guardian agrees that child will be symptom free a minimum of 48 hours prior to attending program – can provide list of symptoms parents must check; could have a daily form that is completed/submitted and/or ensure consent to daily participant screening

Include indemnification language

[Click here](#) for an editable version of these elements.

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School year Program Modifications

Facilitation Relationship Building and SEAL

As mentioned in the general Relationship Building section, now more than ever, students need to feel connected to the adults in their lives. A focus on including relationship building and SEAL into your programs can help to meet this need for students. Consider how to modify your morning meetings or camp rallies to allow for intentional focus on relationship building and SEAL. All of the SEAL activities outline in the Virtual Learning sessions are also applicable and appropriate to in person sessions.

Adjustment to Activities to Allow for Social Distancing

As outlined in the Facilities and Social Distancing Section, activities should be designed to facilitate social distancing. This includes the elimination of team sports and modification to activities that require physical contact. The Aspen Institute Project Play has released [Return to Play](#), a risk assessment tool that analyzes a wide range of sports and physical activities. This can be used to help determine the relative risk of including activities in your program.

Rethinking Virtual Partner Activities

While you may be unable to bring in additional partners and activities as you did in the past, consider using virtual programming established by local and national partners to create exciting virtual field trip experiences.

Many zoos, aquariums, museums, and national parks across the country (and the world) have created virtual experiences for kids. Be sure to check out the Denver Zoo's Zoo To You Virtual Safari, the Denver Museum of Nature & Science's DMNS @ Home, and the Denver Art Museum from Home.

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For more information visit: www.denvergov.org/afterschoolalliance
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