# COVID-19 Summer Program Toolkit

## A Resource for Denver's Summer 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 5/10/2020*

**Modified**

Daily Cleaning, Sanitizing, and Disinfecting Protocols
Masks and Other Personal Protective Equipment (PPE)

**Added**

*Tool:* CDC Guidance for Clean & Disinfecting
*Tool:* CDC Making Your Plan to Clean and Disinfect
*Tool:* Face Covering Poster

For more information visit: www.denvergov.org/afterschoolalliance
For questions email: denverafterschoolalliance@denvergov.org

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Engaging our youth together

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## Acknowledgements


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

*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.***

# 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 on Monday and Wednesday each week 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

# Building Relationships & Communicating with Parents

## Parent Communication

As parents are beginning to head back to work or thinking about schools' virtual learning coming to an end for the year, they are also trying to figure out where their children will be during the day and/or what will keep them engaged at home. And at the same time, you may not yet have all the answers about what summer programming will look like. Keep parents 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

## 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 summer, 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 summer. 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 who cares 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.

# Letter starter when you are offering virtual summer programming

This can be used as a starting point to craft communication to families about your decision to offer virtual 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 wish we could see your child this summer, 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!

**Provide Any Details Possible:**

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

**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 summer programming.

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# Letter starter when you are offering in-person summer 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 ab le to provide some in-person programming this summer! 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 summer programming.

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# Building Relationships

## Facilitating Parent Orientations and Camp Showcases

Many programs work to engage families in summer 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, 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 Parents

Parents 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. Creating a Charter for Your Family
- DQUAC, the provider network for the Denver Afterschool Alliance has compiled a great list of activities for youth from local partners.
- Learning Heroes Summer Stride provides resources for fun summer learning at home.

# Building Relationships

## 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 is important. Staff may be dealing with fear and uncertainty around their job, dealing with personal experiences with COIVD-19 illnesses or death, or supporting their own children through virtual learning and summer planning. As you prepare to launch summer 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 time of check in is provided.

# Daily Check In Agenda

| Time | Activity & Purpose | Resources/Materials |
|---|---|---|
| 10 minutes | Welcoming Ritual: Staff Emotion Check<br>• Provides staff with a chance to check in on where they are emotionally.<br>• 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<br><br>Connecting/Sharing section of the Virtual SEAL Meeting Ideas from the Denver SEAL team<br><br>Use quick connections cards from the new Sanford Harmony Game Room App<br><br>Adult Virtual Meeting Icebreakers |
| 5 minutes | Review The Day<br>• Give a quick overview of the virtual or in-person plan for today's programming.<br>• Ensure everyone is clear on their roles and has what they need to be successful.<br>• Allow time for any questions about lesson plans, with particular emphasis on social emotional supports for students. | Daily Schedule<br><br>Daily Cleaning Checklist<br><br>Lesson Plans |
| 1 minute | Quick Optimistic Closure<br>• 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. | |

Click here to access an editable version of this agenda.

# 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 home life?

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 on May 14 at 9am or 1pm. Recording will be linked here after the webinar is complete.
- 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.

## 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 summer 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. The World Health Organizations Talking about COVID-19 tip sheet is provided as one resource. You might also look to the National Association of School Psychologists who regularly provide resources on talking to kids during times of crisis.

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.

CHECKLIST

# Building Developmental Relationships During the COVID-19 Crisis

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*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 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.search-institute.org/developmental-relationships/

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# 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!

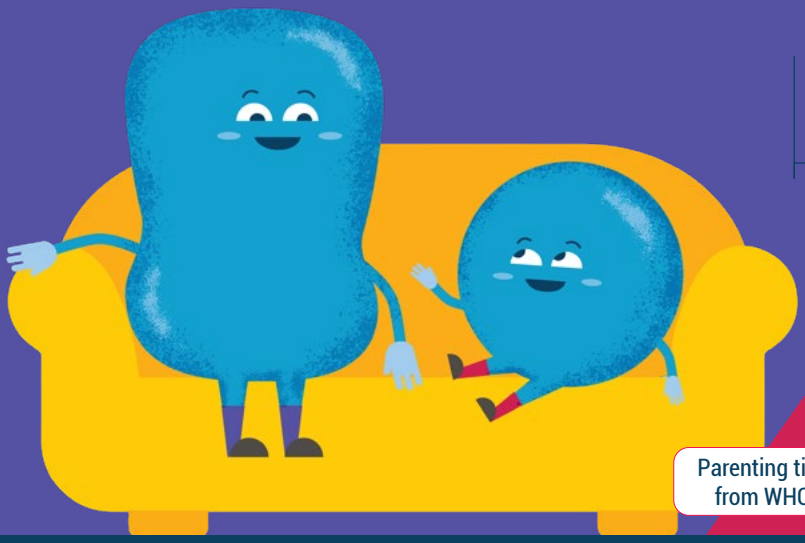
## Heroes not bullies

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!

**For more information click below links:**

Parenting tips from WHO | Parenting tips from UNICEF | In worldwide languages | EVIDENCE-BASE

World Health Organization | unicef for every child | End Violence Against Children | Internet of Good Things | Parenting for Lifelong Health | USAID From the American People | Accelerate Adolescent Success Africa | CDC Centers for Disease Control and Prevention

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*Parenting for Lifelong Health is supported by the UKRI GCRF Accelerating Achievement for Africa's Adolescents Hub, the European Research Council (ERC) under the European Union's Seventh Framework Programme and the Horizon 2020 Research and Innovation Programme, Oxford University Innovation GCRF Sustainable Impact Fund, UNICEF, the Leverhulme Trust, the Economic and Social Research Council, WHO, CIDA, the National Research Foundation of South Africa, Ilifa Labantwana, Rand Merchant Bank Fund, the ApexHi Charitable Trust, the John Fell Fund, the Evaluation Fund, the UBS Optimus Foundation, USAID-PEPFAR, the Wellcome Trust, Grand Challenges Canada and Wellspring Advisors.*

# Making a Decision on How to Offer Summer Programs

## Virtual or In-Person Programming Decision

The decision of whether summer programs should be offered in-person or virtually 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, and 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.

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# Virtual Summer Program Decision Checklist

| | Questions to Consider for Virtual Programming | Notes |
|---|---|---|
| ☐ | Do you have summer programming that is appropriate to offer/can be adapted for a virtual environment? | |
| ☐ | Does your financial model allow for the operation of a virtual summer program? | |
| ☐ | 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? | |
| ☐ | Do staff members have access to the technology needed and IT supports to run virtual programming? | |
| ☐ | 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? | |
| ☐ | Do your participants have access to the technology needed for the program? | |
| ☐ | Do you have adequately trained staff to run virtual programming and to ensure two staff members are online during each program? | |
| ☐ | 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 Summer Program Decision Checklist.

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# In-Person Summer Program Decision Checklist

| | Questions to Consider for In-Person Programming | Notes |
|---|---|---|
| ❑ | Do current state and local mandates allow for programs of your type to be offered in person? | |
| ❑ | Does your financial model allow for the operation of an in-person summer program including coverage of any additional costs related to health and safety? | |
| ❑ | Are you able to offer programming in your typical location or have you secured a new location? (Example: can local school buildings be used) | |
| ❑ | Does your location allow for adequate space to meet physical distancing requirements? | |
| ❑ | 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? | |
| ❑ | Do you have access to all needed personal protective equipment (PPE) and additional safety equipment required for operation? | |
| ❑ | 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? | |
| ❑ | Have you met with your insurance carrier and addressed liability matters? | |
| ❑ | Do you have an adequate number of trained staff currently employed, or on furlough, that are covered by health insurance to staff in-person program operation? | |
| ❑ | Have you determined the need and interest of your families audience for in-person programming? | |
| ❑ | Do you have a sense of your community's current appetite for programs reopening in person? | |

*Modified from "Proposed Guidance for the Establishment of Emergency Child Care During the COVID-19 Pandemic", Institute for Child Preparedness and The Boys & Girls Club of America "COVID-19 Club Opening Considerations".*

Click Here to access an editable version of the In-Person Summer Program Decision Checklist.

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# Provider to Parent 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.)

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**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 summer 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, et cetera.)*
- 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, 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

**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.

# Virtual Summer Programs

## Technology Access and Supports

As you consider the transition to a virtual summer 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 summer 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 programing 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 Programsms 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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# Virtual Summer Programs

## Adapting Summer 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 summer 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 summer program offerings.

### 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.

### 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.

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## 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 focus on 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 DSP 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:

- 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 SEAL
- 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.

# 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***

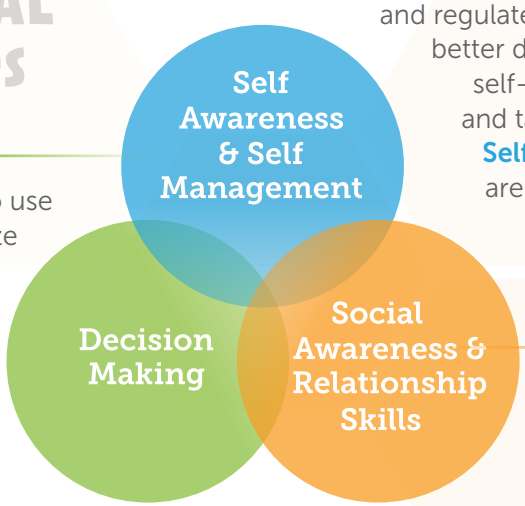
**ENGAGING PRACTICES** · ***Sense-making, transitions, brain breaks***

**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 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 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 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?*

*Adapted from the work of Ann McKay Bryson, SEL Specialist (CASEL) and the Oakland Unified School District's Office of Social Emotional Learning*

# Virtual Summer 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.

*Coming Soon* - PIRL (Planning, Interaction, Reflection and Logistics) Quality Observation Tool

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# 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.

# In-Person Summer Programs

## Current National, State, and Local COVID-19 Orders

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

### State of Colorado

Currently at Level 2: Safer at Home through May 26, 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)
- Education P-12
- Best practices for all businesses

Guidance for summer camps is noted to be forthcoming.

### City and County of Denver

Under a Safer At Home order through at least May 26, 2020.

Denver has an order in place requiring face coverings for all members of the public over 3 years of age.

### Occupational Safety and Health Administration

OSHA has issued Guidance on Preparing Workplaces for COVID-19.

## Target Population

It is anticipated that this summer Denver's comprehensive providers will have capacity to serve 3,615 fewer students than in summer past due to facility access and social distancing requirements. With this in mind, you should carefully consider your programs target population and consider focusing your programming on elementary-aged students who are not able to stay home alone as parents and caregivers return to work.

Additionally, Colorado guidance for child care facilities recommends prioritizing care for essential workers, parents returning to work, and job seekers.

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# Facilities and Social Distancing

## Partner Facilities

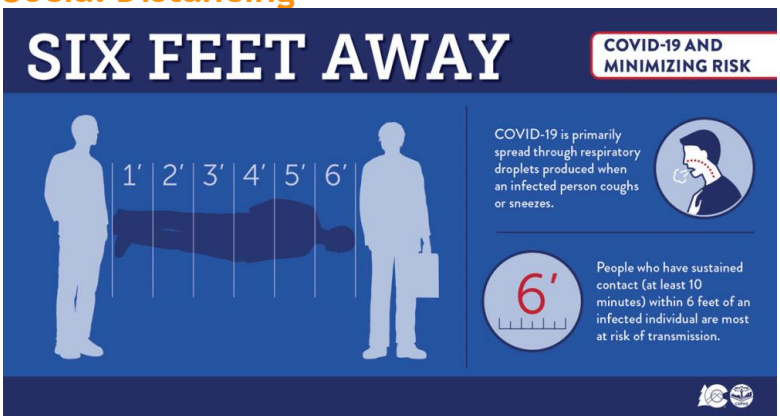
For programs traditionally hosted in a facility that is not your own, you will need to determine the availability of the space this summer. With DPS facilities closed for the summers and Denver's recreation centers not yet reopened, space availability for programming may be limited this summer.

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

## Space for Required Groupings

Adequate space must be available to have groups of no more than 10 children per Colorado guidance for child care facilities (with ideal practice of 8 youth per group based on Center for Disease Control (CDC) recommendations). These groups must be in separate spaces (i.e. classrooms) that allow for social distancing. 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 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.

DENVER AFTERSCHOOL ALLIANCE

# Facilities & Social Distancing Preparation Checklist

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

| | Item | Date Completed | Notes |
|---|---|---|---|
| ❑ | Identify available facility has adequate space for groups of 10 participants and an isolation room for sick children. | | |
| ❑ | Set up each program space so participants are 6 feet apart whenever possible. | | |
| ❑ | Use the biggest classrooms and gymnasiums available | | |
| ❑ | Reduce each area by a minimum of 50% of the international building code capacity | | |
| ❑ | Determine spots at tables that maintain social distancing and mark with painters tape *(Example: The Y limits to 3 participants per 8-foot table)* | | |
| ❑ | Talk to kids about arm's length away and personal space and stop during the day to conduct arm's lengths checks | | |
| ❑ | Use hula hoops or painters tape to mark socially distanced spaced during circles or morning meetings | | |
| ❑ | Mark the floor anywhere children or parents will line up to ensure 6-foot spacing | | |
| ❑ | Choose activities that allow for more physical space / Do not play sports that require team play | | |
| ❑ | | | |
| ❑ | | | |

*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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# 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. 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.

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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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## Group Size and Ratio

As outlined in the facilities section, group sizes should be no more than 10 children per group, Colorado guidance for child care facilities (with ideal practice of 8 children or youth per group based on CDC recommendations). While 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 (Page8). Further, groups of children and the paired adult(s) should remain in the same group each day.

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

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 summer program to help you monitor completion of the guidance and recommendations necessary for staffing.

| | Item | Date Completed | Notes |
|---|---|---|---|
| ❑ | Ensure necessary staff training related to COVID-19 orders and procedures. | | |
| ❑ | 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. | | |
| ❑ | Determine staff members who are part of vulnerable populations and ensure they do not return to work. | | |
| ❑ | Implement daily health screening protocols for staff. | | |
| ❑ | Consider establishing additional onsite positions to support programming during the COVID-19 pandemic:<br>– *Safety Officer*<br>– *Nurse*<br>– *Infection Control Staff* | | |
| ❑ | Deputize a workplace coordinator to address COVID-19 issues. | | |
| ❑ | | | |

*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 Summer Programs

## Health and Safety Protocols

### 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 summer 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.
Our Partners at the Y of Metropolitan Denver have implemented a basic screening for anyone entering their building:

- In the past 14 days, have you been in contact or in the same room as someone diagnosed with COVID-19?
- In the past 14 days, have you or anyone in your household been in contact with someone who is being investigated for having COVID 19?
- Do you have the following symptoms: Fever, Lack of Taste or Smell, Cough, Respiratory Problems not resolved with allergy medicine?

### 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. 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 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 summer 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.

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).

Our partners at the Y of Metropolitan Denver have established a schedule for sanitizing a minimum of twice per day, toy rotations, a nightly deep cleaning, and every other day fogging.

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

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# 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**

CS316485B April 23, 2020 1:56 PM

# 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 cleaning and disinfection is necessary to reduce exposure.

### 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 appropriate products are available.

## 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

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.

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.

# HOW TO WASH YOUR HANDS

**Scrub hands for at least 20 seconds**

1 Wet hands

2 Apply soap

3 Palms

**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

4 Back of hands

5 Fingernails

6 In between fingers

**Preferably with a paper towel**

7 Wrists

8 Rinse well

9 Dry

**REMEMBER: DON'T TOUCH YOUR FACE!**

american CAMP association®

# In-Person Programming

## 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 fro any business,including summer 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.

Denver's order also requires business to post signs regarding the face covering requirement. A sample sign follows.

Further guidance on face coverings in child care operations is also available from the state.

Additional PPE should be considered for staff conducing 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.

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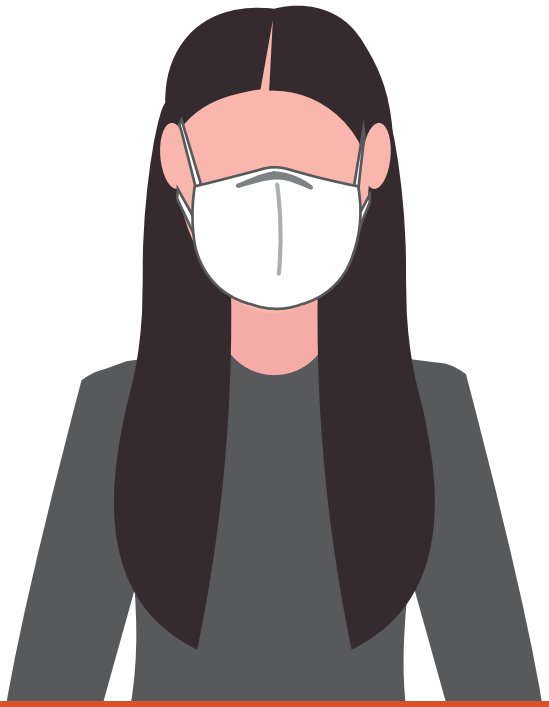
All visitors and employees are

# REQUIRED TO WEAR A FACE COVERING

at this site at all times, except when working alone in a private room.



**Visit denvergov.org/covid19 or call 311 for more information**

**Per City Charter, in Section 24-16 D.R.M.C.**

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# In-Person Summer 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.

Coming Soon – Summer Meals program information

## 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). Additionally, the use of playground equipment is discouraged (Page 19).

## 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.

## 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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DENVER AFTERSCHOOL ALLIANCE

# Health & Safety Preparation Checklist

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

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

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| | Item | Date Completed | Notes |
|---|---|---|---|
| ❑ | Secure catering or adjust food preparation protocols. | | |
| ❑ | Secure disposable plates and utensils and any other needed food service supplies. | | |
| ❑ | Remove all toys that are not easily cleaned. | | |
| ❑ | Establish protocols for all toys, including providing individual toys and supplies when possible. | | |
| ❑ | Establish protocols for outside play that avoid use of playground equipment and ensure lesson plans allow for other engaging outdoor activities. | | |
| ❑ | Designate and prepare a space for isolation of sick children. | | |
| ❑ | Establish a communication protocol with parents in the event of a facility closure. | | |
| ❑ | 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. | | |
| ❑ | | | |
| ❑ | | | |
| ❑ | | | |
| ❑ | | | |

*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 "Consent for In-Person Programming During COVID-19"

Everyone is equally susceptible to contracting Covid-19 upon exposure, currently there is no cure or vaccination

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)

Organization has preventative measures in place, but cannot guarantee you/your child will not become infected with Covid-19

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 voluntarily assumes risk of exposure/infection which may result in personal injury, illness, permanent disability or death

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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# In-Person Summer Programs

## Summer 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.

### Virtual Field Trips

Field trips are a hallmark of summer programming. While field trips are not reasonable during this time, consider how you can use the great virtual programming be established by local and national partners to create virtual field trip experiences.

DQUAC has compiled a variety of resources from local partners.

4-H At Home activities could be great field trips or general lessons.

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.

## Group and Behavior Management

Coming Soon

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# Acknowledgements

We have worked to provide proper credit for all materials included or referenced in this document. But would like to acknowledge the following sources upon which we relied heavily:

- Institute for Child Preparedness: Proposed Guidance for the Establishment of Emergency Child Care Services During the COVID-19 Pandemic
- American Camp Association: COVID-19 Resource Center

We would like to thank our local partners at the Y of Metropolitan Denver, the Boys & Girls Clubs of Metropolitan Denver, and DPS's Extended Learning & Community Schools for providing us with resources they are using during this time.

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- Tulsa Public Schools / The Opportunity Project, Tulsa
- The School District of Palm Beach County / Prime Time Palm Beach County
- Dallas Public Schools / Big Thought Dallas
- Boston Public Schools / Boston Afterschool & Beyond

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- Stephanie Karlstrum, SEAL Coach

And finally, thanks to all of you for your ongoing commitment and dedication to serving Denver's children and youth.

For more information visit: www.denvergov.org/afterschoolalliance
For questions, email: denverafterschoolalliance@denvergov.org

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