Setting Quality Assessment

2021 In Person Learning

Physical Safety Scales

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Personal Protections

Item	1	3	5 – best practice
Face masks	Face masks are not worn over both the nose and mouth for extended periods indoors. Some of the masks are not high quality.	Face masks are worn over the nose and mouth most of the time. Some of the masks are not high quality.	Face masks fit snugly, with no gaps, over the nose and mouth and are worn at all times indoors except during meals. Masks are high quality e.g., disposable surgical, KN95, or multi-layered cloth.
Hand washing	Students do not wash hands regularly or for at least for 20 seconds using proper techniques. Sanitizing stations are missing.	There is protocol for washing and sanitizing properly, but it is not enforced all of the time. There are sanitizing stations for each classroom and at the entrance of the school building.	Students wash and sanitize hands (for 20 seconds using proper technique) before entering a new space, before starting a new activity, and before and after meals. Each classroom and the school entrance has a hand sanitizing station.
Social distance	The physical environment cannot be modified to maintain three-six feet of distance; there is little accountability to rules.	Most of the time the physical environment is modified for three-six feet of distance; and/or accountability to distancing rules is inconsistent.	The physical environment is modified to maintain six feet of distance at all times, reminders (signage and visible markers) are located throughout the space, and students have assigned seating/workspaces. Staff consistently hold themselves and young people accountable to distancing rules.
Cohorts	Students cross groups so as to increase contact above minimum necessary.	Students are organized into cohorts but there is interaction between cohorts.	Staff and students are organized into cohorts with little to no interaction between cohorts.

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Save Environment

Item	1	3	5 – best practice
Sanitary Setting	The program space: • Classrooms and communal spaces are not cleaned; • Frequently touched surfaces are not cleaned; • Soft materials are not washed	The program space: • Classrooms and communal spaces are cleaned daily • Frequently touched surfaces are cleaned daily or less; and/or objects that cannot be cleaned are present • Soft materials are washed less than daily	In the program space: • Classrooms and communal spaces are cleaned and sanitized after every use • Frequently touched surfaces are cleaned daily or more often and objects that cannot be cleaned between uses are removed • Soft materials (such as blankets, soft comfort items, or clothing) are washed daily • The number of items brought from home is limited, and personal storage space for comfort items, extra clothing, or toys etc. is provided
Materials	Students share materials and do not clean between use.	There are not enough materials and supplies to eliminate sharing; and/or materials are only sometimes cleaned between uses.	There are enough materials and supplies to eliminate the need for sharing and, when shared, materials and supplies are cleaned between use.
Ventilation	Ventilation is inadequate in some of the program space; and/or windows and doors cannot be opened.		Ventilation is adequate in all of the program space to maintain XXXX airflow. *Outdoor air is increased by opening windows and doors and fans are used to increase the effectiveness of open windows.*
Drinking water	Water quality has not been tested recently; bottled water is not available.		Access to clean water at all times is assured through an updated water quality test for the building and fountains; or, bottled water is available at all times for students and staff.
Meal setting	Children eat meets together and do not maintain social distance.	Children eat meals indoors but maintain social distance, but different cohorts are present and/or handwashing is incomplete.	Children eat meals outdoors or in other spaced and ventilated areas, only with their cohorts, and wash hands both before and after meals.
Pick-up/drop-off	Pick-up and drop-off does not include staggering, entry control, and/or mandatory masks.	Pick-up/Drop-off is staggered, with only one adult entering the building per child during pick up or drop off. All guests entering the space wear a mask.	Pick-up/Drop-off is staggered and does not include adults entering the building. Staff escort students in/out of the building and monitor traffic during transitions.

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Screening and Symptoms

Item	1	3	5 – best practice
Child and Staff covid screening	Program staff are not aware of students screening status each day.	Staff and students are checked daily for at least two of three screen elements and that information is shared with program staff each day.	Screen elements include the three below for each staff and student at entry and information shared daily with staff: • Touchless temperature check • Symptom screening (flushed cheeks, rapid or difficult breathing, fatigue, extreme fussiness, coughing) • Exposure screening (Ask staff/parent if: exposed in last 14 days; felt unwell in last 24 hours).
Symptomatic student/staff protocol	There is no clear procedure for students/staff who present symptoms during program hours.	There is a procedure that minimally includes: • A designated quarantine area staffed to care for students who become ill • Contact information for student to be sent home • Follow-up with sick students and quarantine plans (if necessary)	Procedure for sick student/staff is known and a list of symptoms is posted and shared with caregivers. Procedure includes: • A designated quarantine area staffed to care for students who become ill • Contact information for student to be sent home • Communicate case to local health department • Follow-up with sick students and quarantine plans (if necessary) • Re-entry plan for student(s)
Caregiver communication	Program staff are not in contact with caregivers or are in contact with some caregivers about three or fewer.	Program staff contact some caregivers about all four.	Program staff are in contact with all caregivers about: • Procedures and expectations for safe in-person programming (pick-up routines, state mandates, etc.) • Updates or changes to procedures • Information about meeting basic needs (if necessary) • Transitions between in-person and virtual programming

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