

# Safety, Joy & Partnership Assessment

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# Safety, Joy & Partnerships Assessments

Paper version of the Safety, Joy & Partnerships Assessment you can use to share with your PMs, however you must transfer all info into the online form.

Link:

[ras.fun/sjp](https://ras.fun/sjp)



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## observation Information

### Field Leader Contact Information

- Your Name: \_\_\_\_\_
- Position with Right At School: \_\_\_\_\_

### Location

- Select Your State: \_\_\_\_\_
- School District: \_\_\_\_\_
- Site: \_\_\_\_\_

### Program Information

- Date of Observation: \_\_\_\_\_
- Program Type:
  - After School
  - Before School
  - Break Camp
  - Right Club Junior
  - Kindergarten Wrap
  - Middle School
  - Preschool/PreK/Early Learning Center
  - Recess
  - Summer Camp

# Safety, Joy & Partnerships Assessments

## Safety & Operational Efficiency

### 1a. Clipboard Documents: Document are on program clipboards and are up to date

- All Documents (3)
- Most Documents (2)
- One Document (1)
- No Documents (0)
- N/A (0)

Clipboard Documents include: Missing Child Procedures, Active Shooter Protocol, Name-to-Face, incident/injury reports, Safety Shields Matrix, site-specific emergency procedures, Big/Small Behaviors Guide, Medical Info Report, and up-to-date Contact Roster report from RAS Family Platform (PM clipboard only) Additional summer docs are required.

### 1b. Licensing: State and local licensing requirements are evident. (See state and local specific checklist)

- All requirements clearly met (3)
- Most requirements clearly met (2)
- Some requirements clearly met, but others not so (1)
- N/A (0)

### 1c. Attendance and Name To Face

- Attendance is taken accurately (includes implementing the Missing Child Procedures immediately as needed and Name-to-Face is completed accurately (educator verifies face/ID for child, etc.). (3)
- Attendance is taken accurately (including the Missing Child Procedures immediately as needed), but Name to Face is not being completed accurately (educator verifies face/ID for child). (2)
- Name to Face is being completed accurately (educator verifies face/ID for each child, used when expected). Attendance is NOT taken accurately (i.e. inaccurate attendance or the Missing Child Procedure is not completed as required, immediately as needed). (1)
- Attendance is not taken accurately and Name to Face is not being completed accurately. (0)
- N/A (0)

### 1d. Clear Expectations

- Expectations for RAS behaviors and the daily schedule are posted and clearly communicated. (2)
- Expectations for RAS behaviors are clearly communicated, though they and/or the schedule are not posted. (1)
- Expectations for RAS behaviors and the daily schedule are not clearly communicated. (0)
- N/A (0)

### 1e. Safe and Inclusive Environment

- Fully evident: A tone of respect and belonging is evident amongst staff and children alike; personal space boundaries are established and respected by all. (2)
- A tone of respect and belonging is evident amongst staff and children alike; most children are included; personal space boundaries are established and respected by all. (1)
- A tone of respect and belonging is not evident amongst staff and/or children (0)
- N/A (0)

### 1f. Active Supervision

- Fully evident: Staff are floating program space, greeting everyone who enters the door, and maintain visual/audio proximity to children at all times ensuring conversation is appropriate. Staff acknowledge blindspots and students stay in designated/assigned program areas. (2)
- Staff are engaged with most students but may not be spread out. Opportunity is present for missed audio proximity and containing space. (1)
- Active supervision is not evident; staff are not engaged, floating the space, and/or ensuring a contained space with audio/visual proximity. (0)
- N/A (0)

# Safety, Joy & Partnerships Assessments

## Joy

### 2a. Core Curriculum: Activities provided are implemented as expected with consistency

- Curriculum being implemented as expected; children clearly know and use routines expected for active learning. (3)
- Curriculum being implemented mostly as expected; children know and use routines expected for active learning. (2)
- Curriculum being implemented somewhat as expected; routines are not yet fully established. (1)
- Curriculum not being implemented as expected. Routines not yet established. (0)
- N/A (0)

### 2b. Active Engagement: All children are actively engaged in the curricular activities and meeting learning outcomes

- All children are actively engaged in curricular activities and demonstrating that they are meeting learning outcomes. Alternative and appropriate educational projects/tasks are offered during instructional times to meet diverse learning needs. (3)
- Most children are actively engaged in curricular activities and demonstrating that they are meeting learning outcomes. (2)
- Some children are actively engaged in curricular activities and demonstrating that they are meeting learning outcomes. (1)
- Few to no children are actively engaged in curricular activities and demonstrating that they are meeting learning outcomes. (0)
- N/A (0)

### 2c. Transitions: Are safe and joyful, as well as timely

- Communication is clear on when and how to transition (5-3-1 warnings, clear expectations); waiting games are implemented to engage children; transitions are timely. (2)
- While transitions are timely, communication and engagement of children through waiting games could be improved. (1)
- Transitions are not timely, better communication and engagement of children through waiting games is needed. (0)
- N/A (0)

### 2d. Relationship Building

- Educators have actively and evidently built relationships to develop a sense of belonging for all students. Children clearly want to attend RAS to spend time with the educators and peers. (2)
- It is evident that educators are employing active relationship building strategies. Many children seem to want to attend RAS to spend time with the educators and peers, though some children seem to need additional support to build relationships. (1)
- It is not evident that educators are employing active relationship building strategies. It is unclear if children want to attend RAS to spend time with educators and their peers. (0)
- N/A (0)

### 2e. Learning Environment

- The environment is safe, welcoming, clean, and sets the tone that at RAS education matters. Provided RAS materials are visible and used thoughtfully. (3)
- The environment is safe and sets the tone that at RAS education matters, though some additional focus on the environment would be beneficial; provided RAS materials are visible, but may be used more thoughtfully. (2)
- The environment is safe, but does not set the tone that at RAS education matters; provided RAS materials are not being used as effectively as possible. (1)
- The environment is unsafe and/or unwelcoming. (0)
- N/A (0)

## Partnerships

### 3a. Family Partnership

- Families are actively engaged in RAS through multiple means (e.g. information board, newsletter, emails, display and sharing of children's performances, daily oral communication). (2)
- Families are engaged through one strategy. (1)
- Families are not engaged. (0)
- N/A (0)

### 3b. District/School Partnership

- District/school personnel are actively engaged in RAS through multiple means (e.g. information board, newsletter, emails, display and sharing of children's performances, daily oral communication); we are strong partners. (2)
- District/school personnel are engaged through one strategy; we have an adequate partnership, but additional engagement is planned to enhance the partnership. (1)
- District/school personnel are not engaged in RAS and additional engagement to build the partnership is needed. (0)
- N/A (0)

### 3c. Team Partnerships

- Staff expectations are defined, shared, and implemented daily. Task delegation, teamwork, and collaboration is evident. Professional communication and demeanor is observable (I.E. staff are engaged in operational decision making). Team members foster a culture of learning (I.E. Right Bites reviewed weekly). Team Huddle occurs daily with all team members actively participating. (2)
- Most staff are knowledgeable of program structure, set up, and are engaged in teamwork and collaboration. There is room for additional communications and participation amongst team. Team huddle happens occasionally with some team members present. (1)
- Team communication, planning and delegation, and professional demeanor is not observed. Team Huddle does not occur. (0)
- N/A (0)

### 3d. Onsite Branding to Build Partnerships

- Onsite marketing/customer communication is exemplary, with a banner, yard signs, door sign with phone number outside and branding (per templates provided) on inside (parent boards, table throws). All clean and readable. (3)
- Onsite marketing/customer communication is adequate, with most outside and inside items listed in exemplary description in place. (2)
- Onsite marketing/customer communication is fair, while some outside and/or inside items (banner, yard signs, door sign with phone number, parent board, table throws, etc.) are in place, many are not in place, not updated, or readable. (1)
- Onsite marketing/customer communication is inadequate. It is unclear that RAS programming is provided on this site. (0)
- N/A (0)