



**Seasons of Learning COVID-19 Preparedness and Response Plan  
informed by  
The MI Safe Schools: Michigan's 2020-21 Return to School Roadmap**

The health and safety of Macomb County's youngest learners and staff remains a top priority as we prepare to reopen CBO GSRP programs for the 2020-21 school year. Governor Whitmer's Executive Order 2020-142 "provides a structure to support all schools in Michigan as they plan for a return of Pre K-12 education this fall. Under the order, every school district and nonpublic school must adopt a COVID-19 Preparedness and Response Plan laying out how they will [respond to the Corona Virus] across the various phases of the Michigan Safe Start Plan. In turn, the accompanying Michigan Return to School Roadmap offers a guide to the types of safety protocols appropriate during each phase. There's no one-size-fits-all solution: What works in [the Upper Peninsula] may not work in [Macomb County]. Programs will retain the flexibility to tailor their instruction to their particular needs and to the disease conditions present in their regions" (EO-2020-142).

The Macomb Intermediate School District GSRP Team have been meeting regularly to navigate ongoing challenges in response to the COVID-19 pandemic. Our CBO GSRP programs continue to prioritize the health and safety of the children in their care. With the spread of COVID-19, new health and safety protocols are necessary so that children, families, and staff members are as safe as possible. We have collaboratively examined early childhood best practice in the areas of safety, instruction, and operations, as well as mental and social-emotional health. The COVID-19 Preparedness and Response Plan was designed in accordance with the MI Safe Schools Roadmap, guidance from Licensing and Regulatory Affairs (LARA) and Health and Human Services, in accordance with best practices from the Centers for Disease Control and Prevention.

Our ultimate goal is to safely return children to their natural classroom environment. We know this is the optimal learning experience for students. However, during this global pandemic, we recognize the importance of providing a variety of learning options. We continue to work collaboratively to strengthen the Macomb County GSRP Remote Learning Plan. In the event that a shift becomes necessary, CBOs will be able to fluidly transition among instructional options. While this county-wide template was developed collaboratively among all CBOs, each CBO will create its own plan specific to the unique needs of their families. CBOs will communicate directly with families about their specific program reopening plans.

Macomb County CBOs have worked diligently to strengthen all aspects of programming so that all students have access to a safe environment and high quality education. Our priority is keeping children emotionally, socially, and physically safe during this unprecedented time.

## Preparedness Plan Assurances

The District agrees to meet all of the following requirements of Executive Order 2020-142

- ✓ The District assures that when it provides in-person instruction to its students without disabilities, the district must also provide in-person instruction to its students with disabilities, consistent with their individualized education programs (IEPs).
- ✓ The District assures that when schools are closed to in-person instruction, districts must strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities from birth through age 26. This assurance includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.
- ✓ The District assures that while any state of emergency or disaster related to the COVID-19 pandemic continues, it shall comply with guidance from the United States Department of Education, including its Office of Civil Rights and Office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
- ✓ The District assures that it shall, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students with disabilities in light of the school closures during the 2019–2020 school year.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will close its buildings to anyone except: (a) District employees or contractors necessary to conduct minimum basic school operations consistent with a Preparedness Plan, including those employers or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment or performing other necessary in-person functions. (b) Food-service workers preparing food for distribution to students or their families. (c) Licensed child-care providers and the families that they serve, if providers follow all emergency protocols identified by the state.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will suspend athletics, after-school activities, inter-school activities, and busing.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement.
- ✓ The District assures that in **Phases 1, 2, or 3** of the *Michigan Safe Start Plan* it will provide for the continuation of food distribution to eligible students.
- ✓ The District assures that during **Phase 4** of the *Michigan Safe Start Plan* it will prohibit indoor assemblies that bring together students from more than one classroom.
- ✓ The District assures cooperation with the local public health department if a confirmed case of COVID-19 is identified, and agrees to collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present in school.

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## GENERAL INFORMATION

### VIRUS STATUS

PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<ul style="list-style-type: none"> <li>Community spread of the virus is increasing and substantial.</li> <li>There is concern about healthy system capacity.</li> <li>Testing and tracing efforts may not be sufficient to control the spread of the pandemic.</li> </ul>	<ul style="list-style-type: none"> <li>The number of new cases and deaths has fallen for a period of time, but overall case levels are still high.</li> <li>Most new outbreaks are quickly identified, traced, and contained due to robust testing infrastructure and rapid contact tracing.</li> <li>Health system capacity can typically handle these new outbreaks, and therefore case fatality rate does not rise above typical levels.</li> <li>The overall number of infected individuals still indicate the need for distancing to stop transmission and move to the next phase.</li> </ul>	<ul style="list-style-type: none"> <li>New cases and deaths continue to decrease for an additional period of time.</li> <li>At this point, the number of active cases has reached a point where infection from other members of the community is less common.</li> <li>With widespread testing, positivity rates often fall much lower than earlier phases.</li> <li>Rapid case investigation, contact tracing, and containment strategies cause new cases to continue to fall.</li> </ul>	<ul style="list-style-type: none"> <li>Post-Pandemic.</li> <li>Few, if any, active COVID-19 cases locally.</li> <li>Community spread not expected to return.</li> <li>Sufficient community immunity and availability of treatment.</li> </ul>

### HOW TO KEEP SCHOOL COMMUNITIES SAFE

PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>School preparedness and response activities continue - conducting ongoing surveillance and executing a series of active mitigation measures.</li> <li>Schools should be prepared to implement social distancing measures.</li> <li>Short-term dismissals and suspension of extracurricular activities should be expected for cleaning and contact tracing purposes. Schools must consider the judgment of the local health department for the sub-region (i.e., county or ISD) of concern.</li> </ul>	<ul style="list-style-type: none"> <li>School preparedness and response activities around surveillance and active mitigation continue from Phase 4 with loosening of required safety protocols.</li> <li>Schools should remain prepared to implement social distancing measures.</li> <li>Short-term dismissals and suspension of extracurricular activities remain possible for cleaning and contact tracing purposes.</li> <li>Students and teachers at increased risk of severe illness should remain prepared to implement remote teaching and learning modalities.</li> <li>Schools must consider the judgment of the local health department for the sub-region of concern.</li> </ul>	<ul style="list-style-type: none"> <li>Practice good hygiene.</li> </ul>

<b>SCHOOL OPERATING STATUS</b>			
<b>PHASES 1 – 3</b>	<b>PHASE 4</b>	<b>PHASE 5</b>	<b>PHASE 6</b>
<ul style="list-style-type: none"> <li>No in-person instruction, remote only.</li> </ul>	<ul style="list-style-type: none"> <li>In-person instruction is permitted with required safety protocols.</li> </ul>	<ul style="list-style-type: none"> <li>Schools open for in-person instruction with minimal required safety protocols.</li> </ul>	<ul style="list-style-type: none"> <li>Open for in-person instruction</li> </ul>

<b>ESSENTIAL ACTIONS and SAFETY PROTOCOLS</b>			
<b>PHASES 1 – 3</b>	<b>PHASE 4</b>	<b>PHASE 5</b>	<b>PHASE 6</b>
<ul style="list-style-type: none"> <li>Safety Protocols</li> <li>Mental and Social-Emotional Well-being</li> <li>Instruction</li> <li>Operations</li> </ul>	<ul style="list-style-type: none"> <li>Safety Protocols</li> <li>Mental and Social-Emotional Well-being</li> <li>Instruction</li> <li>Operations</li> </ul>	<ul style="list-style-type: none"> <li>Safety Protocols</li> <li>Mental and Social-Emotional Well-being</li> <li>Instruction</li> <li>Operations</li> </ul>	<ul style="list-style-type: none"> <li>Safety Protocols</li> </ul>

**SAFETY PROTOCOLS: Personal Protective Equipment**

PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<p>GSRP is closed for in-person instruction.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering must not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.                             <ul style="list-style-type: none"> <li>o GSRP staff should consider wearing clear masks when available.</li> <li>o Homemade facial coverings must be washed daily.</li> <li>o Disposable facial coverings must be disposed of at the end of each day.</li> </ul> </li> <li><input type="checkbox"/> Facial coverings must be worn by GSRP students, staff, and bus drivers during GSRP transportation. Any staff or student that is unable to medically tolerate a facial covering must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.</li> <li><input type="checkbox"/> Facial coverings must always be worn in hallways and common areas by GSRP students in the building except for during meals. Any student that is unable to medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.                             <ul style="list-style-type: none"> <li>o Homemade facial coverings must be washed daily.</li> <li>o Disposable facing coverings must be disposed of at the end of each day.</li> <li>o Note: Students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.</li> </ul> </li> <li><input type="checkbox"/> Facial coverings should be considered for Pre K students and students with special needs in hallways and common areas.                             <ul style="list-style-type: none"> <li>o Facial coverings are not recommended for use in classrooms by children ages 3 and 4.</li> </ul> </li> <li><input type="checkbox"/> Facial coverings should never be used on children under age 2.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Facial coverings should always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering should not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, should not wear a facial covering.                             <ul style="list-style-type: none"> <li>o GSRP staff should consider wearing clear masks when available.</li> <li>o Homemade facial coverings should be washed daily.</li> <li>o Disposable facial coverings should be disposed of at the end of each day.</li> </ul> </li> <li><input type="checkbox"/> Facial coverings should always be worn in hallways and common areas by GSRP students in the building except for during meals. Any student that is unable to medically tolerate a facial covering should not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, should not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. If social distancing is practiced and enforced, facial coverings for students in GSRP are encouraged but not required.                             <ul style="list-style-type: none"> <li>o Homemade facial coverings should be washed daily.</li> <li>o Disposable facing coverings should be disposed of at the end of each day.</li> </ul> </li> <li><input type="checkbox"/> Facial coverings should be considered for Pre K students and students with special needs in hallways and common areas.                             <ul style="list-style-type: none"> <li>o Facial coverings are not recommended for use in classrooms by children ages 3 and 4.</li> <li>o Facial coverings should never be used on children under age 2.</li> </ul> </li> <li><input type="checkbox"/> Gloves are not required except for custodial staff or teachers cleaning their classrooms.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Safety protocols are no longer required.</li> </ul>

## **SAFETY PROTOCOLS: Personal Protective Equipment CBO GSRP IMPLEMENTATION STRATEGIES**

### **Face Mask/Coverings for Staff**

**Our plan for staff around face masks/coverings is as follows:**

Staff are required to wear a face mask during school hours and while on site. Upon request, Seasons of Learning will provide non-medical grade face coverings for employees.

### **Use of Gloves**

Seasons of Learning staff will wear gloves in a manner consistent with existing licensing rules and state guidelines (for example, gloves should be worn when handling contaminants, changing diapers, cleaning or when serving food).

Staff members should wash hands before putting gloves on and immediately after gloves are removed. Gloves are not recommended for broader use and do not replace hand washing..

### **Face Masks/Coverings for Children**

**Our plan regarding children wearing cloth face coverings during care is:**

The Michigan Safe Schools Preparedness and Response Plan requires that preschool children 4 years and older to wear a face mask in all common areas of the center, which includes, hallways, libraries, gyms, large bathrooms, and lunchrooms. Preschoolers will NOT be mandated to wear a mask in the classroom as long as the child remains in his/her consistent group settings. "Medical professionals recognize that many young children will not reliably wear a face mask, and a face mask may increase the child's need to touch his/her face and would negate the purpose of wearing the mask." Children will take off face masks several times during the day and drop to the floor and also touching items that could cause potential sources of infection.

Parents and children must wear a mask when entering the school, while in the hallways, libraries, gyms, bathrooms, offices and all other common spaces.

Parents will be required to make an appointment to meet with the director.

## SAFETY PROTOCOLS: Hygiene

PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<ul style="list-style-type: none"> <li><input type="checkbox"/> GSRP is closed for in-person instruction.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The CBO will provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).</li> <li><input type="checkbox"/> Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.</li> <li><input type="checkbox"/> Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.</li> <li><input type="checkbox"/> Systematically and frequently check and refill soap and hand sanitizers.</li> <li><input type="checkbox"/> Limit sharing of personal items and supplies such as writing utensils.</li> <li><input type="checkbox"/> Keep GSRP students' personal items separate and in individually labeled cubbies, containers, or lockers.</li> <li><input type="checkbox"/> Procure portable handwashing and/or hand sanitizing stations to set up throughout the center.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The CBO will provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and <a href="#">signs</a> reinforcing proper handwashing techniques).</li> <li><input type="checkbox"/> Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.</li> <li><input type="checkbox"/> Educate staff and students to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.</li> <li><input type="checkbox"/> Systematically and frequently check and refill soap and hand sanitizers.</li> <li><input type="checkbox"/> Limit sharing of personal items and supplies such as writing utensils.</li> <li><input type="checkbox"/> Keep GSRP students' personal items separate and in individually labeled cubbies, containers, or lockers.</li> <li><input type="checkbox"/> Procure portable handwashing and/or hand sanitizing stations to set up throughout the center.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The CBO will provide adequate supplies to support healthy hygiene behaviors (e.g., soap, hand sanitizer with at least 60% alcohol for safe use by staff and older students, paper towels, and tissues).</li> <li><input type="checkbox"/> Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.</li> <li><input type="checkbox"/> Systematically and frequently check and refill soap and handsanitizers.</li> <li><input type="checkbox"/> Encourage staff and students to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.</li> </ul>

## **SAFETY PROTOCOLS: Hygiene CBO GSRP IMPLEMENTATION STRATEGIES**

Seasons of Learning agrees with the above statement including the following:

**We will reinforce regular health and safety practices with children and staff and continue to comply with licensing regulations and CDC hand washing guidelines as follows:**

- Staff and children will wash hands often with soap and water for at least 20 seconds.
- Soap and water are the best option, especially if hands are visibly dirty. If hands are not visibly dirty, alcohol-based hand sanitizers with at least 60% alcohol can be used if soap and water are not readily available. Staff and children should cover all surfaces of their hands with hand sanitizer, rubbing them together until they feel dry.
- Staff should assist children with hand washing (especially infants who cannot wash hands alone) and use of hand sanitizer to ensure proper use and prevent ingestion.
- Staff and children (with frequent reminders and support) will cover coughs and sneezes with a tissue or sleeve and wash hands immediately after.
- Wearing gloves does not replace appropriate hand hygiene.
- Hand hygiene is especially important after blowing one's nose, going to the bathroom, before eating or preparing food (or helping children do any of these actions).

**Other policies related to hand washing include:**

Seasons of Learning will reinforce our health and safety hand washing procedures for both staff and children in our care. Hands will be washed frequently with soap and water for at least 20 seconds. Staff and children will wash hands before and after each meal, after using the bathroom, playing with toys, playing outside, and especially after blowing of noses, coughs and sneezes. Staff and children must continue to cover coughs and sneezes with a sleeve or a tissue. Wearing gloves does not take the place of hand washing set by the CDC guidelines. Hand Sanitizer with at least 60% alcohol base may be used if soap and water is not available. All hand surfaces must be covered and must be rubbed together until hands are dry.

## SAFETY PROTOCOLS: Spacing, Movement and Access

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<ul style="list-style-type: none"> <li><input type="checkbox"/> Centers are closed for in-person instruction.</li> <li><input type="checkbox"/> Centers may continue to be used by families for childcare and we will follow all emergency protocols identified by the state.</li> <li><input type="checkbox"/> Center staff are permitted to be physically present in school buildings for the purposes of conducting basic school operations, including remote live instruction, as determined by center administrators.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> In classrooms where large tables are utilized, space students as far apart as feasible.</li> <li><input type="checkbox"/> Teachers should maintain six feet of spacing between themselves and students as much as possible.</li> <li><input type="checkbox"/> Family members or other guests are not allowed in the school building except under extenuating circumstances determined by center director and owners.</li> <li><input type="checkbox"/> Post signage to indicate proper social distancing.</li> <li><input type="checkbox"/> Floor tape or other markers should be used at six- foot intervals where line formation is anticipated.</li> <li><input type="checkbox"/> Provide social distancing floor/seating markings in waiting and reception areas.</li> <li><input type="checkbox"/> Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.</li> <li><input type="checkbox"/> Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-center employees or other visitors entering and exiting the building.</li> <li><input type="checkbox"/> If a classroom has windows that can open, they should be open as much as possible, weather permitting. Considerations should be made for students with allergy-induced asthma.</li> <li><input type="checkbox"/> Entrances and exits should be kept separate to keep traffic moving in a single direction.</li> <li><input type="checkbox"/> Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.</li> <li><input type="checkbox"/> Outside play time will continue helping children practice and remain a safe social distance of six feet.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> In classrooms where tables are utilized, space students as far apart as feasible.</li> <li><input type="checkbox"/> Post signage to indicate proper social distancing.                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Floor tape or other markers should be used at six-foot intervals where line formation is anticipated.</li> <li><input type="checkbox"/> Provide social distancing floor/seating markings in waiting and reception areas.</li> <li><input type="checkbox"/> Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.</li> <li><input type="checkbox"/> Post signs on the doors of restrooms to indicate proper social distancing.</li> </ul> </li> <li><input type="checkbox"/> If a classroom has windows that can open, they should be open as much as possible, weather permitting. Considerations should be made for students with allergy-induced asthma.</li> <li><input type="checkbox"/> Entrances and exits should be kept separate to keep traffic moving in a single direction.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Safety protocols no longer required.</li> </ul>

## **SAFETY PROTOCOLS: Spacing, Movement and Access CBO GSRP IMPLEMENTATION STRATEGIES**

Seasons of Learning agrees with the above statements, including the following:

**We will use the following strategies in our classrooms and facilities to minimize the spread of illness:**

1. Where possible, dividing large group spaces to allow more children to safely use the space (e.g., using child sized furniture, such as rolling shelves and kitchenettes, to divide a room and prevent mixing between groups of children).
2. Rearranging classroom areas to seat children as far apart as reasonably possible and limiting the number of children sitting together.
3. Ensuring ventilation systems operate properly and increasing circulation of outdoor air as much as possible (e.g., keeping windows and doors open to the extent that this does not pose safety risks).

**Other policies related to our physical space include:**

Outside playgrounds and gym space will be used by each classrooms separately and during different parts of the day. The gym and playground equipment will be sanitized after each use.

**At this time, we will make the following changes to the toys and materials in our classrooms:**

1. Given that cloth toys are not recommended at this time, we will remove these from classrooms.
2. Toys will be washed and sanitized before being moved from one group of children to another.
3. We will remove toys and objects which cannot be easily cleaned or sanitized between use.
4. We will temporarily suspend use of water and sensory tables.

**Other policies related to toys and materials include:**

All classroom material will be washed and cleaned on a daily basis. Sensory and water tables will be added back into the program when licensing and the CDC feels it may be safe to do so.

**To reduce potential for viral spread, we will engage in the following recommended practices:**

1. Using bedding (sheets, pillows, blankets, sleeping bags) that can be washed.
2. Storing each child's bedding in individually labeled bins, cubbies, or bags.
3. Labeling each child's cot/mat.
4. Ensuring that children's naptime mats/cots/cribs are spaced out as much as possible, ideally 6 feet apart.
5. When possible, children will be placed head-to-toe (i.e., one child with their head at the top of the mat, the next child over with their head at the bottom of the mat).

**Items Brought From Home**

During this time, Seasons of Learning limiting the number of items brought into the facility because this can be a way to transmit the virus, so we ask that families refrain from bringing items from home as much as possible. However, we recognize that placing limits on children's comfort items may increase stress for children and staff as they may be especially needed during this time of transition.

**We ask that families and staff follow these guidelines with regard to children's comfort items:**

1. To avoid these items coming into contact with many children, efforts will be made for these items to be placed in a cubby or bin and be used at naptime or as needed.
2. If possible, comfort items should remain at the child care facility to avoid cross-contamination.
3. Items should be washed weekly at the child's home and daily if the comfort item is a soft material (e.g., blanket, stuffed animal, clothing).

**Other policies related to naptime/items from home include:**

Seasons of Learning will limit items coming from home, at this time, all regular toys from home will not be permitted inside the preschool classrooms. Only those special items for nap time will be permitted. We ask that these items stay in the child's cubby during the school week

## SAFETY PROTOCOLS: Screening Students, Staff, and Guests

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<ul style="list-style-type: none"> <li><input type="checkbox"/> Centers are closed for in-person instruction.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Every child care site should identify and designate a quarantine area and a staff person to care for students who become ill at school.</li> <li><input type="checkbox"/> Students who become ill with symptoms of COVID-19 should be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified GSRP staff caring for these children should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.</li> <li><input type="checkbox"/> Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff should conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.</li> <li><input type="checkbox"/> Any parents or guardians entering the building should wash or sanitize hands prior to entry.</li> <li><input type="checkbox"/> Parents or guardians are not allowed in the building except under extenuating circumstances as determined by GSRP/center director. Only one parent or guardian per child should be allowed to enter except under extenuating circumstances as determined by GSRP/center director.</li> <li><input type="checkbox"/> Parents or guardians are encouraged to check their children's temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if no other explanation is available.</li> <li><input type="checkbox"/> Parents or guardians are encouraged to ask their children or monitor for symptoms of COVID-19, including cough, congestion, shortness of breath, or gastrointestinal symptoms every morning. Any positives should prompt parents or guardians to keep the student home from school.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Safety protocols no longer required.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Centers must cooperate with the local public health department regarding implementing protocols for screening students and staff.</li> <li><input type="checkbox"/> Staff should conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.</li> <li><input type="checkbox"/> A monitoring form (paper or electronic) for screening employees should be developed.</li> <li><input type="checkbox"/> Families are encouraged to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present.</li> <li><input type="checkbox"/> Families are encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.</li> </ul>		

## **SAFETY PROTOCOLS: Screening Students, Staff, and Guests CBO GSRP IMPLEMENTATION STRATEGIES**

Seasons of Learning agrees with above statement, including the following:

**Upon arrival to the program, staff and families are required to report if they or anyone in their household:**

- **Have received positive COVID-19 results;**
- **Been in close contact with someone who has COVID-19; and/or**
- **Have experienced symptoms such as persistent cough, fever, difficulty breathing, chills, change in smell or taste, diarrhea, and/or vomiting.**

**The procedures we will use to screen staff for symptoms and exposure include:**

All staff will be checked for COVID-19 systems upon arrival to work. Staff members will need to stop in the Seasons of Learning office to have their temperatures checked before heading to the classroom. Staff will also be screened for coughs, shortness of breath, difficulty breathing, changes in smell or taste, and for diarrhea.

If a staff member comes to work with a temperature of 100.4 or above, that staff member will be sent home. Seasons of Learning does understand that a staff member may have another medical issue or condition that is NOT related to the COVID-19 but is presented with a temperature. That staff member must have a medical clearance from his/her physician stating that the staff member does not have the COVID-19. A re-check will be required if a staff member appears sick or displays the COVID-19 symptoms.

Staff members must report to the Seasons of Learning office immediately if they have become in contact with an individual outside of work that has had a documented case of the COVID-19. Staff will be instructed to self-quarantine if directly exposed. Childcare teachers/staff members are part of Michigan's essential workforce, they are eligible to be tested for COVID19

**The procedures we will use to screen children/families for symptoms and exposure include:**

Each child and their parent or family member must meet their child's teaching team at the designated preschool door, located at the Seasons of Learning playground on the north side of the building. Each preschool classroom is numbered 7, 8, 9. Seasons of Learning will notify parents on which preschool classroom door that they are to meet their teaching team. A health screening and temperature check will be completed before entering the classroom. Once a parent answers the health screening form, staff reviews the form and temperatures have been taken, the child may proceed into the classroom. All screenings forms will be kept on file in the Seasons of Learning office.

Parents will be asked if their child has been in contact with an individual who has the COVID-19? (If the answer is yes, the family should self-quarantine for up to 14 days.)

Has your child felt unwell in the past 3 days? (This would include a persistent cough, temperature, difficulty breathing, cold, diarrhea and vomiting.)

Staff will continue to monitor children throughout the school day, and monitor temperatures when children appear ill, or not themselves, families will be asked to report to the Seasons of Learning office and discuss the possibility of being exposed to the COVID-19 illness, or has a confirmed case of COVID-19 within the family, especially if experiencing possible symptoms.

All families will be informed in advance about the daily health screenings and temperature checks. A separate policy informing parents will be given at the time of registration and again at the orientation.

**If families or staff are absent or otherwise off-site but experience exposure or symptoms, they should contact:**

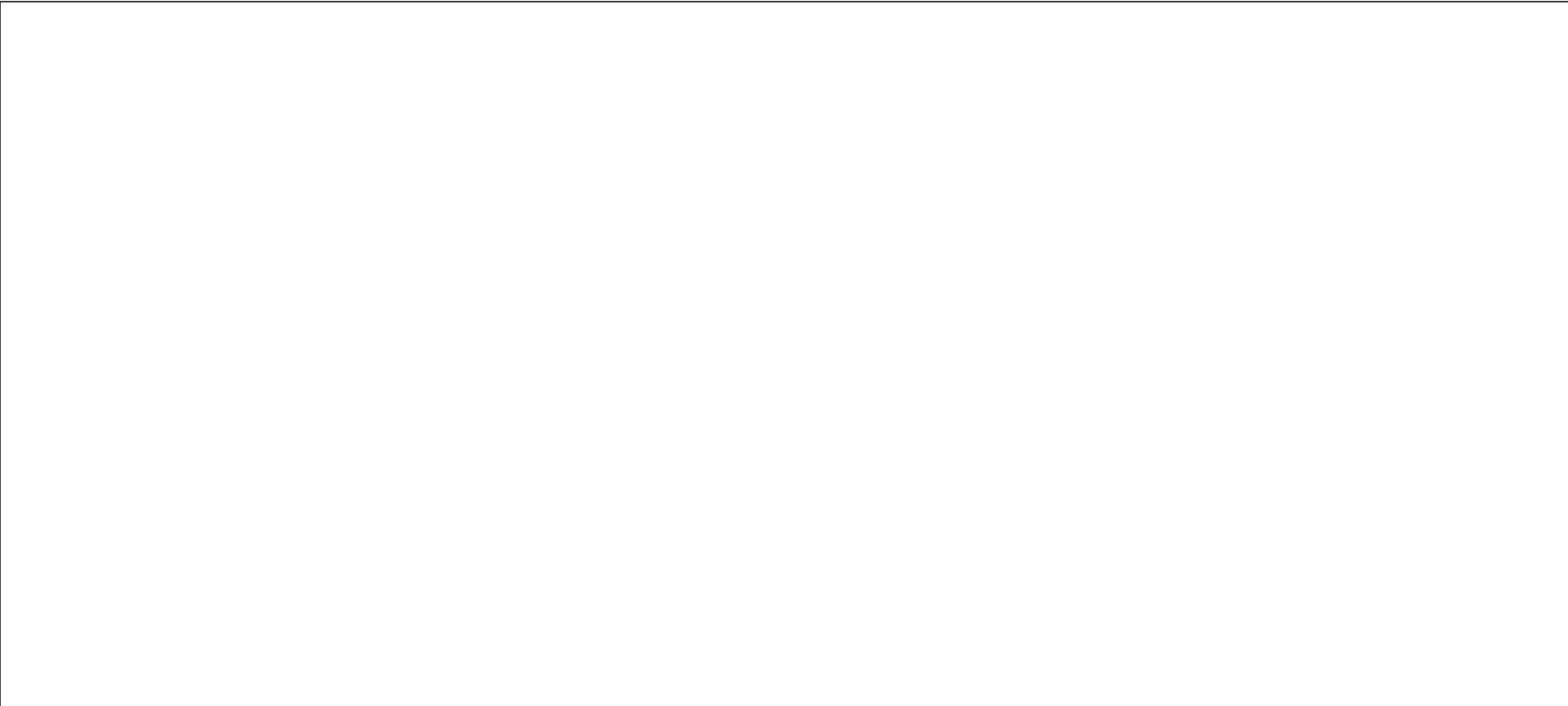
All families and staff members are required to contact the Seasons of Learning office if he/she has been exposed to the COVID-19 virus. Families and staff may call the office at 586-248-4949 and speak confidentially to the director. Staff is to contact the main preschool office immediately if a parent shares with the staff that they have been exposed to the COVID-19 virus.

**Temperature Checks**

As fever is the key indicator of COVID-19 in children, Seasons staff will check each child's temperature upon daily arrival to the program. Staff will also be asked to take their own temperatures upon arrival to work. Staff will re-check children's temperatures throughout the day if they appear ill or "not themselves" (e.g., flushed cheeks, rapid or difficulty breathing without recent physical activity, fatigue, or extreme fussiness).

**When children arrive to the program, temperature checks will occur during these times:**

Children's temperatures will be taken before entering the classroom and again at lunch time.



**SAFETY PROTOCOLS: Testing Protocols for Students and Staff and Responding to Positive Cases** [Back to Top](#)

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<ul style="list-style-type: none"> <li>❑ Centers are closed for in-person instruction.</li> </ul>	<ul style="list-style-type: none"> <li>❑ GSRP sites must cooperate with the local public health department regarding implementing protocols for screening students and staff.</li> <li>❑ Students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.</li> <li>❑ Staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported for off-site testing.</li> <li>❑ Symptomatic GSRP students and staff sent home from a center should be kept home until they have <a href="#">tested negative</a> for COVID-19, or have been released from isolation according to <a href="#">CDC guidelines</a>.</li> <li>❑ Families should be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or center to encourage closer observation for any symptoms at home.</li> <li>❑ In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.</li> <li>❑ Parents and guardians are encouraged to check students' temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater must stay home and consider coronavirus testing.</li> <li>❑ Parents and guardians are encouraged to monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough or shortness of breath, should prompt the parent or guardian to keep the student home from school and to follow up with their primary care provider.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Students who develop fever or become ill with symptoms of COVID-19 at school should wear a mask and be transported by their parent/guardian, emergency contact, or ambulance, if clinically unstable, for off-site testing.</li> <li>❑ Staff who develop fever or become ill with symptoms of COVID-19 at school should wear a mask and should be transported for off-site testing.</li> <li>❑ Parents and guardians should be notified of the presence of any laboratory positive or clinically diagnosed cases in the classroom and/or school to encourage closer observation for any symptoms at home.</li> <li>❑ Symptomatic GSRP students and staff sent home from a center should be kept home until they have tested negative or have been released from isolation according to CDC guidelines.</li> <li>❑ In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should be made to contact any close contacts (those who spent more than 15 minutes within six feet to the student or staff member) so that they can be quarantined at home. Classmates should be closely monitored for any symptoms. At this time, empiric testing of all students in the class is not recommended. Only those that develop symptoms require testing.</li> <li>❑ Parents or guardians are encouraged to check student's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 greater must stay home and consider COVID-19 testing if no other explanation is available.</li> <li>❑ Parents or guardians are encouraged to monitor for symptoms of COVID-19, including any cough, congestion, shortness of breath, or gastrointestinal symptoms every morning. Any positives should prompt the parent or guardian to keep the student home from school and seek out testing.</li> </ul>	<p><b>N/A</b></p>
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**SAFETY PROTOCOLS: Testing Protocols for Students and Staff and Responding to Positive Cases  
CBO GSRP IMPLEMENTATION STRATEGIES**

Seasons of Learning agrees with the above statements including the following:

**Responding to COVID-19 Symptoms On-Site**

If a child or staff member has a temperature above 100.4 degrees and/or symptoms such as persistent cough, difficulty breathing, chills, diarrhea, or vomiting, they will be sent home immediately with the recommendation to contact their primary care physician/medical provider. If anyone shows emergency warning signs (e.g., trouble breathing, persistent pain/pressure in the chest, new confusion, inability to wake or stay awake, or bluish lips or face), we will seek medical care immediately.

**If a child develops symptoms during care hours:**

- Parents will be contacted for prompt pick-up.
- The child will be isolated from other children and as many staff as possible (the child will not be left alone).
- The child and designated staff will wait in the following safe, isolated location: Not feeling well wait room

**If a staff member develops symptoms during care hours:**

- They will be asked to go home immediately.
- If no other caregiver is immediately available to be with children, the staff member will put on a cloth face covering (if not already on) and limit close interactions with children until they can be relieved by another staff member.
- Children may need to be picked up if no other caregiver is available.
- If the ill staff member needs to be picked up or otherwise cannot leave the facility immediately, they will wait in the following safe, isolated location: Not feeling well wait room

**Seasons of Learning encourage safeguarding the health of all of our children and staff by requiring families and staff to follow these guidelines when determining if a child is healthy enough to be present in the classroom.**

**Symptom, Keep Child at Home Until:**

Fever:: Fever free for 24 to 72 hours dependent on illness and clearance from physician

Running Nose:: Thick discharge subsides

Cough:: Cough diminishes

Red or Watery Eyes:: Eyes return to normal

Upset Stomach/Diarrhea:: No problems exists/cleared by doctor

Earache:: Examined by a doctor

Rash:: Cause determined by doctor on when to return to school

Pale/Flushed Skin:: Color returns to normal

Draining Sore:: Drainage has completely stopped

Head Lice:: Hair is treated and no nits remain

Vomiting:: Completely cleared for 72 hours

For any reason, a child that comes down with a fever of 100.4 degrees or higher, the teaching staff will contact the child's parent or guardian to come and pick up their child from school. Children must be fever free for up to 72 hours before returning to school. (Must be fever free from 24 to 72 hours dependent on the illness.)

If your child, or a family member is exposed to the COVID-19 virus, you must self-isolate for at least 14 days of first symptoms. Families/Staff must notify the Seasons of Learning Office if he/she susceptible or has been confirmed to have the COVID-19 virus.

If your child should contract any contagious disease of any kind, please notify your child's teacher.

**If a staff member or child exhibits multiple symptoms of COVID-19, possible exposure is expected, OR an individual tests positive for COVID-19, the individual must stay home until:**

They have been fever-free for at least 72 hours without the use of medicine that reduces fevers AND

Other symptoms have improved AND

At least 14 days have passed since their symptoms first appeared.

## SAFETY PROTOCOLS: Responding to Positive Tests among Staff and Students

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<ul style="list-style-type: none"> <li><input type="checkbox"/> Centers are closed for in-person instruction.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All centers public and private must cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the center.</li> <li><input type="checkbox"/> If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.</li> </ul>	<p><b>REQUIRED:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In the event of a lab or clinically diagnosed case of COVID-19 among GSRP staff or a student, the classroom or areas exposed must be immediately closed until cleaning and disinfection can be performed. If the person was in the center without a facial covering, or large areas of the center were exposed to the person, short term dismissals may be required to clean and disinfect the larger areas. This decision must be made in concert with the local public health department.</li> <li><input type="checkbox"/> Cleaning staff must wear a surgical mask when performing cleaning of these areas along with gloves and face shield.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.                             <ul style="list-style-type: none"> <li><input type="checkbox"/> The Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self-quarantine for up to 14 days after exposure. Local health officials, depending on the situation, may identify other contacts who require quarantine. Childcare Centers can help the local health department by collecting data and contact information of those exposed.</li> <li><input type="checkbox"/> Note: GSRP staff are required to maintain confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/ student acknowledges and publicly discloses a positive test, GSRP staff and officials must not participate in discussions or acknowledge a positive test).</li> </ul> </li> <li><input type="checkbox"/> Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination.</li> </ul>		

## **SAFETY PROTOCOLS: Responding to Positive Tests Among Staff and Students CBO GSRP IMPLEMENTATION STRATEGIES**

Seasons of Learning agrees to the above statement including the following:

### **Reporting Exposure**

If a child, staff member, family member, or visitor to our program shows COVID-19 symptoms or tests positive for the virus, Seasons of Learning's Director will contact our local health department and licensing consultant. Based on the guidance of the local health department, Seasons of Learning's Director will determine whether to close individual classrooms or our facility, the duration of the closure, and other next steps. When communicating with families and staff about any COVID-19 cases, Seasons of Learning staff will respect the privacy of individuals and not share health information of a specific person.

### **Our local health department can be contacted at:**

586-783-8190

**As per [Executive Order 2020-36](#), if staff or their close contacts have possible or confirmed cases of COVID-19, staff will be allowed to remain home without penalty of discharge, discipline, or other retaliation.**

**To accommodate for the potential need to quarantine staff or allow for longer absences from work than normal, we will implement the following staffing plan to ensure we can meet staff to child ratios:**

Seasons of Learning staff will not be penalized if ill, have become infected with the COVID-19 virus, or is caring for a family member with COVID-19 virus. Staff will need a clearance from their health care professional that says it is safe for them to return to work.

If a staff member becomes ill and is sent home, a substitute teacher or the director will be called in to assist the co-teacher thru the remainder of the day. For any reason, that no substitute teacher or director is available and staff to child ratios are not met, classes may be canceled for the remainder of the school day. If the child count is low, the co-teacher will continue to teach the class for the remainder of the school day.

If a staff member is diagnosed with the COVID-19 virus, the classroom will be disinfected and will not be in use for at least 14 days before the classroom will return to use. During that time, a substitute teacher will be hired to assist the co-teacher in teaching the class until the regular teacher is cleared to return to work.

Each staff member will be assured of their job position and regular job duties upon returning to work.

**Because child care staff members are part of Michigan's essential workforce, they are eligible to be tested for COVID-19.**



<b>SAFETY PROTOCOLS: Food Service, Gathering and Extracurricular Activities</b>				<a href="#">Back to Top</a>
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<ul style="list-style-type: none"> <li><input type="checkbox"/> GSRP families will be provided or directed to food distribution programs.</li> <li><input type="checkbox"/> Centers are closed in-person instruction, and cleaning practices are adjusted to maintain building functional order.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> CBOs will prohibit indoor assemblies that bring together students from more than one classroom. <ul style="list-style-type: none"> <li><input type="checkbox"/> Students, teachers, and food service staff should wash hands before and after every meal.</li> </ul> </li> <li><input type="checkbox"/> Large scale assemblies of more than 50 students are suspended.</li> <li><input type="checkbox"/> Off-site field trips that require bus transportation to an indoor location are suspended.</li> <li><input type="checkbox"/> Outdoor play should be conducted outside whenever possible with appropriate social distancing of students. If more than one class is outside, students should wear facial coverings.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students, teachers, and food service staff wash hands before and after every meal.</li> <li><input type="checkbox"/> All gatherings, including those that occur outdoors (e.g., graduations, end of year celebrations) should comply with current and future executive orders that set caps on congregations of people.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Safety protocols no longer required.</li> </ul>
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**SAFETY PROTOCOLS: Food Service, Gathering and Extracurricular Activities  
CBO GSRP IMPLEMENTATION STRATEGIES**

Seasons of Learning agrees with the above statement including the following:

**To limit opportunities for exposure during mealtimes, we will engage in the following recommended practices:**

1. We will space seating as far apart as possible (ideally 6 feet apart) by limiting the number of children sitting together and rearranging seating.
2. Staff and children will wash hands before and immediately after children have eaten.
3. We will modify our family-style meal service and have staff plate each child's meal so that multiple children are not using the same serving utensils.
4. We will serve meals in the classroom instead of group dining spaces.

**To minimize potential spread of COVID-19, we will engage in the following best practices:**

1. To the extent possible, classrooms will include the same group of children and providers each day.
2. We will adjust staffing patterns to have children dropped off and picked up in their classrooms rather than a combined before-/after-care space.
3. Canceling or postponing field trips and special events that convene larger groups of children and families.
4. We will limit the mixing of children across groups by staggering times for outdoor play and other activities where children from multiple classrooms are typically combined.
5. Limiting non-essential visitors, volunteers, and activities including groups of children or adults.
6. Any in-person staff meetings will be limited to 10 people and social distancing requirements will be followed as much as possible.

## SAFETY PROTOCOLS: Athletics

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<input type="checkbox"/> All athletics are suspended.	<input type="checkbox"/> N/A	<input type="checkbox"/> N/A	<input type="checkbox"/> Safety protocols are no longer required.
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**SAFETY PROTOCOLS: Athletics  
CBO GSRP IMPLEMENTATION STRATEGIES**

N/A

**SAFETY PROTOCOLS: Cleaning**

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<ul style="list-style-type: none"> <li>❑ Centers are closed for in-person instruction, and cleaning practices are adjusted to maintain school building functional order.</li> </ul>	<ul style="list-style-type: none"> <li>❑ <a href="#">Frequently touched</a> surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an <a href="#">EPA-approved disinfectant</a> or diluted bleach solution.</li> <li>❑ Student desks must be wiped down with either an <a href="#">EPA-approved disinfectant</a> or diluted bleach solution after every class period.</li> <li>❑ Playground structures must continue to undergo normal routine cleaning, but using an <a href="#">EPA- approved disinfectant</a> is <a href="#">unnecessary</a>.</li> <li>❑ Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.</li> <li>❑ Staff must wear gloves, surgical mask, and face shield when performing all cleaning activities.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use such products.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Safety protocols are no longer required.</li> </ul>
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**SAFETY PROTOCOLS: Cleaning  
CBO GSRP IMPLEMENTATION STRATEGIES**

Seasons of Learning agrees with the above statement including the following:

### **Cleaning and Disinfecting Surfaces**

**We will engage in the following cleaning and disinfecting practices in accordance with CDC recommendations:**

1. Daily cleaning/disinfecting of **high-touch surfaces** (e.g., sinks, toilets, light switches, door knobs, counter and tabletops, chairs).
2. Cleaning **dirty surfaces** using detergent or soap and water prior to disinfection.
3. Regular cleaning of **electronics** (e.g., keyboards, parent/staff check-in kiosks) according to manufacturer's instructions.
4. Use of **CDC-recommended disinfectants** such as EPA-registered household disinfectants, diluted bleach solution, and/or alcohol solutions with at least 70% alcohol
5. Normal routine cleaning of **outdoor spaces**, with special attention to high-touch plastic/metal surfaces (e.g., grab bars, railings).
6. Keeping cleaning products **secure and out of reach** of children, **avoiding use near children**, and ensuring **proper ventilation** during use to prevent inhalation of toxic fumes.

### **Cleaning and Disinfecting Toys**

**We will engage in the following best practices to clean and disinfect toys:**

1. We will clean toys with soapy water, rinse them, sanitize them with an EPA-registered disinfectant, rinse again, and air-dry.
2. We will set aside toys that need to be cleaned (e.g., out of children's reach in a dish pan with soapy water or separate container marked for "soiled toys").
3. We will clean toys frequently, especially items that have been in a child's mouth.

### **Other policies related to cleaning and disinfecting include:**

Seasons of Learning maintains a robust cleaning schedule on a daily basis.

Janitorial staff will clean all sinks, bathrooms, doorknobs and flooring on a daily basis, using the proper disinfectants in order to keep these areas sanitized and cleaned. Teaching staff will continue to use the 3 step cleaning system while cleaning down tables that the children use on a daily basis. Tables must be washed and sanitized before and after each meal and class activity. The steps is as follows:

- \*Spray down tables with soapy water, wipe down with paper towels
- \*Spray down tables with clear rinse water, wipe down with paper towels
- \*Spray down tables with a bleach/water solution and air dry

At the end of each day, all toys will be disinfected and sanitized before being used the next school day. If a toy or

class material is mouthed by a child, it will be washed, sanitized and air dried before being used again in the classroom.

All bathroom accidents will be cleaned immediately and sanitized. The child's clothing will be placed in a plastic bag and stored safely until the end of the school day, or if the child's parent comes early to pick up the child from school.

## SAFETY PROTOCOLS: Busing and Student Transportation

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<ul style="list-style-type: none"> <li><input type="checkbox"/> Centers are closed for in-person instruction, and cleaning practices are adjusted to maintain school building functional order.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus.</li> <li><input type="checkbox"/> The bus driver, staff, and all GSRP students, if medically feasible, must wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.</li> <li><input type="checkbox"/> <a href="#">Clean and disinfect</a> transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned.</li> <li><input type="checkbox"/> Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver’s cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.</li> <li><input type="checkbox"/> Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.</li> <li><input type="checkbox"/> Create a plan for getting students home safely if they are not allowed to board the vehicle.</li> <li><input type="checkbox"/> If a GSRP student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.</li> <li><input type="checkbox"/> Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.</li> <li><input type="checkbox"/> Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Clean and disinfect transportation vehicles regularly. Children should not be present when a vehicle is being cleaned.</li> <li><input type="checkbox"/> <a href="#">Clean and disinfect</a> frequently touched surfaces in the vehicle (e.g., surfaces in the driver’s cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.</li> <li><input type="checkbox"/> Clean, sanitize, and disinfect equipment including items such as car seats and seat belts, wheelchairs, walkers, and adaptive equipment being transported to schools.</li> <li><input type="checkbox"/> Create a plan for getting GSRP students home safely if they are not allowed to board the vehicle.</li> <li><input type="checkbox"/> Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Safety protocols are no longer required.</li> </ul>

**SAFETY PROTOCOLS: Busing and Student Transportation  
CBO GSRP IMPLEMENTATION STRATEGIES**

Seasons of Learning does not provide bussing or student transportation

## SAFETY PROTOCOLS: Medically Vulnerable Students and Staff

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<ul style="list-style-type: none"> <li><input type="checkbox"/> N/A</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.</li> <li><input type="checkbox"/> Create a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.</li> <li><input type="checkbox"/> Pertaining to medically vulnerable students, revise the school’s remote learning plan to incorporate feedback and input from teachers, families, students, and school leaders and improve its effectiveness. Share it with all involved stakeholders.</li> <li><input type="checkbox"/> Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) should have N95 masks.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and updating their care plans as needed to decrease their risk for exposure to COVID-19.</li> <li><input type="checkbox"/> Create a process for students/families and staff to self-identify as high risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.</li> <li><input type="checkbox"/> Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) should wear an N95 mask at the time of delivery.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Safety protocols are no longer required.</li> </ul>

## **SAFETY PROTOCOLS: Medically Vulnerable Students and Staff CBO GSRP IMPLEMENTATION STRATEGIES**

Plans for medically vulnerable students and staff will be on a case by case basis and centers will update any procedures to decrease the risk for exposure to COVID-19.

Additional support for individual students who are high risk will be discussed with the programs Early Childhood Specialist.

## MENTAL & SOCIAL-EMOTIONAL HEALTH

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PHASES 1 – 3	PHASE 4	PHASE 5
<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide all GSRP staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: Social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.</li> <li><input type="checkbox"/> Leverage MDE resources for students and staff mental health and wellness support.</li> <li><input type="checkbox"/> Set an instructional vision that ensures that: every child enrolled in GSRP will start the year with access to pre-k level instructions and high quality, standards-aligned instructional materials. A child's academic and socioemotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with home and the child care setting.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide all GSRP staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: Social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.</li> <li><input type="checkbox"/> Provide staff resources for staff self-care, including resiliency strategies.</li> <li><input type="checkbox"/> Leverage MDE resources for students and staff mental health and wellness support.</li> <li><input type="checkbox"/> Set an instructional vision that ensures that: every child enrolled in GSRP will start the year with access to pre-k level instructions and high quality, standards-aligned instructional materials. A child's academic and socioemotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with home and the child care setting.</li> </ul>	

## MENTAL & SOCIAL-EMOTIONAL HEALTH CBO GSRP IMPLEMENTATION STRATEGIES

Seasons of Learning agrees with the above statement including the following:

### **Supporting Children's Social-Emotional Needs**

Seasons of Learning staff and families will partner together to support the needs and emotional reactions of children during this time. We anticipate that children will experience a wide range of feelings during this transition period. Some children will be relieved, some will have initial challenges with separation from their parent(s), some may demonstrate anger at the "disappearance" of their child care provider, and some may act out toward other children. Whatever the reactions, we acknowledge that staff and families may need some new tools in their toolkit to assist the child with emotional regulation and we will work together to support all caregivers and teachers.

### **We will make the following resources available for staff and families to support children:**

[Talking with Children about COVID-19](#), from the CDC

[Georgie and the Giant Germ](#), from Zero to Thrive and Tender Press Books

### **Supporting Staff Members' Social-Emotional Needs**

To ensure the well-being of the children, it is also imperative to ensure the well-being of their teachers and caregivers, and to provide them with the emotional and administrative supports necessary during this time of re-integration, and in the months ahead. As essential workers in the COVID-19 pandemic, we understand our staff may have worries about their own physical or psychological health, and the potential risk to their family members at home. Because young children internalize the stress of the adults who care for them, we know it is vitally important to provide supports and services to ensure the emotional well-being of our staff.

## INSTRUCTION: Governance

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### PHASES 1 – 3

- The MISD early childhood team will lead the Return to Instruction and Learning working group, composed of a broad group of stakeholders to:
  - Gather feedback from families, teachers, students, and CBO partners about their experiences with GSRP remote learning through online surveys and/or virtual focus groups or conversations.
  - Revise the county's GSRP remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
  - Share the county's GSRP remote learning plan with all involved stakeholders.

### PHASE 4

- The MISD early childhood team will lead the Return to Instruction and Learning working group, composed of a broad group of stakeholders to:
  - Gather feedback from families, teachers, students, and center directors about their experiences with GSRP remote learning through online surveys and/or virtual focus groups or conversations.
  - Revise the county's GSRP remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
  - Share the county's GSRP remote learning plan with all involved stakeholders in case of a return to remote learning.

### PHASE 5

**INSTRUCTION: Governance**  
**CBO GSRP IMPLEMENTATION STRATEGIES**

The Macomb ISD GSRP Team will lead the Return to Instruction and Learning work group.

The team will revise the Macomb County GSRP Remote Learning Plan as needed, and communicate revisions to CBO GSRP staff.

## INSTRUCTION: Remote Instruction

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PHASES 1 – 3	PHASE 4	PHASE 5
<ul style="list-style-type: none"><li><input type="checkbox"/> CBOs will ensure that the county wide GSRP remote learning plans, revised based on feedback from directors, staff and families, will be posted on their websites.</li><li><input type="checkbox"/> CBOs will activate remote learning programs at scale to follow the MI Early Childhood Standards of Quality and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation.</li><li><input type="checkbox"/> Support staff to assess every student in GSRP during the first few weeks of school, using a screener, diagnostic, or formative assessments that can be given online or conducted virtually, to understand where students are academically and inform instructional decisions for teachers, students, and families.</li><li><input type="checkbox"/> Conduct checkpoints with around curriculum and instruction and ongoing monitoring of student progress, specifically honing in on the progress of students in need of additional support.</li><li><input type="checkbox"/></li></ul>	<b>N/A</b>	<b>N/A</b>

## INSTRUCTION: Remote Instruction CBO GSRP IMPLEMENTATION STRATEGIES

. The MISD will revise as needed, the Macomb County GSRP Remote Learning Plan to support the implementation of remote instruction (see original plan below).

### **GSRP Teaching Team Requirements During Remote Instruction**

- Share the remote learning/lesson plan and daily activities with families using a variety of methods. Examples may include sending home learning packets though the mail, porch deliveries to the homes of families, distributing lesson and activities during breakfast and lunch distribution, or communicating the lessons electronically.
- Connect with each of the students in your class twice a week to promote the social and emotional well-being of the children. This may be done through Zoom, Seesaw, Class Dojo, phone calls, Google Classroom, etc.
- Send out a weekly video of you or your associate teacher doing a read aloud.
- Provide strategies for families to use during play and reading that encourage critical thinking. These may include open ended questions or prompts to encourage families to talk with children about their interests, plans, and experiences.
- Establish a consistent weekly “Check In” time for communication with each of the families. During this time staff are available to answer questions and provide support, guidance, and resources.
- Share what you do in the classroom that families can do at home (for example, children can serve themselves during meal times or have simple jobs at home).
- Encourage families to take pictures of what the children are doing and send to you to showcase learning.
- Encourage families to read daily with their children.
- Provide simple activities (for example, the educational activities sent through CRN list serve) that families can do with their child each week. Simple is best!
- Provide meaningful alternatives to screen time: children between the ages of 2-7 are still in the preoperational stage, and it is developmentally inappropriate to expect their learning to be entirely screen-based.
- The minimum amount of time for engagement in remote learning and activities is 30 minutes/day with a maximum of 60 minutes/day.
- Families are your partners and are instrumental to supporting children’s learning at home. If a family has not responded to your remote learning efforts follow-up with an email or phone call to check-in. In addition, staff will contact the programs ECS.
- Document observations during live contacts (virtual/phone) or from anecdotes, pictures, or work samples shared by families.

- Teaching teams will do a virtual conference. The conference will take the place of the face-to-face end of the year conference/home visit. Teaching teams will review previous assessment data and provide individual learning suggestions to families. Teaching teams will share kindergarten enrollment information, resources, and activities to support the transition into kindergarten.

### **GSRP Required Remote Learning/Lesson Plan for Teaching Teams**

GSRP teaching teams will complete a weekly learning/lesson plan. The plan will be submitted to their Early Childhood Specialist for review and feedback every week. The Early Childhood Specialist will submit all lesson/learning plans to the Early Childhood Contact and GSRP Coordinator at the Macomb Intermediate School District.

For your convenience we have provided an example of a blank learning/lesson plan template for you to use. It is a word document and can be edited and emailed electronically to your Early Childhood Specialist. You can certainly use your own learning/lesson plan.

## INSTRUCTION: Instruction (Before Schools Reopen)

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PHASES 1 – 3	PHASE 4	PHASE 5
	<ul style="list-style-type: none"><li><input type="checkbox"/> Make expectations clear to GSRP directors and staff around hybrid or remote instruction that include:<ul style="list-style-type: none"><li>○ Best practices for blended or remote learning (for young children);</li><li>○ Standards aligned instructional materials;</li><li>○ Modes of student assessment and feedback;</li><li>○ Differentiated support for students;</li><li>○ The inclusion of social-emotional learning; and</li><li>○ Professional learning will be ongoing around the Macomb County Remote Learning Plan using technological and non- technological delivery methods.</li></ul></li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Set an instructional vision that ensures that: every child enrolled in GSRP will start the year with access to pre-k level instructions and high quality, standards-aligned instructional materials. A child's academic and socioemotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with home and the child care setting.</li><li><input type="checkbox"/> Remain connected with MDE about policies and guidance.</li></ul>

**INSTRUCTION: Instruction**  
**CBO GSRP IMPLEMENTATION STRATEGIES**

Seasons of Learning agrees with the above statement along with working with the GSRP Early Childhood Specialist.  
Seasons of Learning will fully support children and their families in extended learning instructions.

## INSTRUCTION: Communication & Family Supports

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PHASES 1 – 3	PHASE 4	PHASE 5
<ul style="list-style-type: none"> <li>□ CBOs will implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, call, email, home visit) to share:                             <ul style="list-style-type: none"> <li>○ Expectations around the duration of the closure and reopening;</li> <li>○ Decisions about modes of assessment and feedback, daily instructional time, and estimated workload.</li> <li>○ Supports and resources for families to use at home, such as Pre-K activities and strategies for teaching and helping their child; and</li> <li>○ Training on accessing and using the center’s digital systems and tools, and workshops for families to build digital literacy.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>□ CBOs will implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share:                             <ul style="list-style-type: none"> <li>○ Expectations around their child’s return to school;</li> <li>○ Plans for each of the different school opening scenarios.</li> </ul> </li> <li>□ Provide resources that demonstrate schools value parents as partners in their child’s education. Offer family supports that provide families with:                             <ul style="list-style-type: none"> <li>○ Training about how to access and use the center’s chosen digital systems and tools;</li> <li>○ Supports and resources for families to use at home, such as Pre-K activities and strategies for teaching and helping their child;</li> <li>○ Opportunities to build their digital literacy; and</li> <li>○ Strategies to support their child’s learning at home.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>□ CBOs will implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share:                             <ul style="list-style-type: none"> <li>○ Expectations around their child’s return to school;</li> <li>○ Plans for each of the different school opening scenarios.</li> </ul> </li> <li>□ Provide resources that demonstrate schools value parents as partners in their child’s education. Offer family supports that provide families with:                             <ul style="list-style-type: none"> <li>○ Training about how to access and use the center’s chosen digital systems and tools;</li> <li>○ Opportunities to build their digital literacy; and</li> <li>○ Strategies to support their child’s learning at home.</li> </ul> </li> </ul>

**INSTRUCTION: Communication & Family Supports  
CBO GSRP IMPLEMENTATION STRATEGIES**

Seasons of Learning agrees with the above statement and will go above and beyond to help support our families. Seasons of Learning will be available to children and their families by phone, email, the remind app, zoom calls, and conferences in order to help support the learning of each child, as well as assisting in the needs of the family.

## INSTRUCTION: Professional Learning

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### PHASES 1 – 3

- The MISD early childhood team will continue to provide professional learning and training through virtual modes for educators that offer supports for teachers and learning around:
  - Prekindergarten Essential Practices in Early Literacy,
  - GSRP guidelines and policies,
  - MyTeaching Strategies GOLD
  - Creative Curriculum,
  - Supporting Note Taking,
  - Implementing Studies in the Early Childhood Classroom,
  - Ages and Stages

### PHASE 4

- The MISD early childhood team will continue to provide professional learning and training through virtual modes for educators that offer supports for teachers and learning around:
  - Prekindergarten Essential Practices in Early Literacy,
  - GSRP guidelines and policies,
  - MyTeaching Strategies GOLD
  - Creative Curriculum,
  - Supporting Note Taking,
  - Implementing Studies in the Early Childhood Classroom,
  - Ages and Stages

### PHASE 5

## **INSTRUCTION: Professional Learning CBO GSRP IMPLEMENTATION STRATEGIES**

The MISD early childhood team will continue to provide professional learning and training through virtual modes for educators that offer supports for teachers and learning. Trainings will include but are not limited to:

- Prekindergarten Essential Practices in Early Literacy,
- GSRP guidelines and policies,
- My Teaching Strategies GOLD
- Creative Curriculum,
- Supporting Note Taking,
- Implementing Studies in the Early Childhood Classroom,
- Ages and Stages Screener

## INSTRUCTION: Monitoring

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PHASES 1 – 3	PHASE 4	PHASE 5
<ul style="list-style-type: none"><li>□ Activate plans to monitor and assess the following:<ul style="list-style-type: none"><li>○ Connectivity and Access:<ul style="list-style-type: none"><li>▪ Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in remote learning.</li><li>▪ Offer alternative modes of instruction for those families that do not have adequate connectivity and digital devices.</li></ul></li><li>○ Attendance:<ul style="list-style-type: none"><li>▪ Develop systems to monitor and track students on a daily basis.</li></ul></li><li>○ Student Work:<ul style="list-style-type: none"><li>▪ Teachers will stay connected to students and families on a weekly basis.</li></ul></li></ul></li></ul>	N/A	N/A

## **INSTRUCTION: Monitoring CBO GSRP IMPLEMENTATION STRATEGIES**

Following the Macomb County Remote Learning Plan, GSRP staff will work with families to develop individual plans that will allow for remote learning within multiple modes of instruction. If families do not have access to technology, staff will provide learning activities in paper forms to ensure the family has access to the materials.

Teaching teams will stay connected to families by following the guidance outlined in the Macomb County GSRP Remote Learning Plan:

- Connect with each of the students in your class twice a week to promote the social and emotional well-being of the children. This may be done through Zoom, Seesaw, Class Dojo, phone calls, Google Classroom, etc.
- Share the remote learning/lesson plan and daily activities with families using a variety of methods. Examples may include sending home learning packets through the mail, porch deliveries to the homes of families, distributing lesson and activities during breakfast and lunch distribution, or communicating the lessons electronically.
- Establish a consistent weekly “Check In” time for communication with each of the families. During this time staff are available to answer questions and provide support, guidance, and resources.
- Families are your partners and are instrumental to supporting children’s learning at home. If a family has not responded to your remote learning efforts follow-up with an email or phone call to check-in. If the family should turn down the option to participate in the plan, the date of the parent opt out should be documented and the information shared with your Early Childhood Specialist.

## INSTRUCTION: Instruction

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PHASES 1 – 3	PHASE 4	PHASE 5
N/A	<p><b><u>STRONGLY RECOMMENDED (PHASE 4) &amp; RECOMMENDED (PHASE 5):</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make expectations clear to GSRP directors and staff around hybrid or remote instruction that include:                             <ul style="list-style-type: none"> <li>o Best practices for blended or remote learning (for young children);</li> <li>o Standards aligned instructional materials;</li> <li>o Modes of student assessment and feedback;</li> <li>o Differentiated support for students;</li> <li>o The inclusion of social-emotional learning; and</li> </ul> </li> <li><input type="checkbox"/> Professional learning will be ongoing around the Macomb County Remote Learning Plan using technological and non- technological delivery methods.</li> </ul>	
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Set an instructional vision that ensures that: every child enrolled in GSRP will start the year with access to pre-k level instructions and high quality, standards-aligned instructional materials. A child’s academic and socioemotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with home and the child care setting.</li> <li><input type="checkbox"/> Remain connected with MDE about policies and guidance.</li> </ul>	

**INSTRUCTION: Instruction  
CBO GSRP IMPLEMENTATION STRATEGIES**

During phase 4 CBOs will ensure that every GSRP family is aware of the method of instruction being offered. If a remote learning option or hybrid model is being offered, the Macomb County Remote Learning plan will be implemented.

Staff will be trained on the type of digital systems and tools that will be used to communicate with families and children.

CBOs will work with families in the event that they do not have the technology to participate in a digital platform and make accommodations to the delivery of materials and learning activities.

## OPERATIONS: Facilities

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PHASES 1 – 3	PHASE 4	PHASE 5
<ul style="list-style-type: none"> <li><input type="checkbox"/> CBOS will audit necessary materials and supply chain for cleaning and disinfection supplies.</li> <li><input type="checkbox"/> Continue to maintain centers in good working order to prepare for the subsequent return of students.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide GSRP staff with <a href="#">guidance for cleaning and disinfecting all core assets</a> including buildings and playgrounds. Frequently touched surfaces should be cleaned several times a day.</li> <li><input type="checkbox"/> Alert center custodial and infection control staff of any changes in recommended <a href="#">cleaning guidelines</a> issued by OSHA and CDC. It is expected that this guidance will be updated in real-time based on the status of community spread local geographies.</li> <li><input type="checkbox"/> Custodial staff should continue deep cleaning over the summer.</li> <li><input type="checkbox"/> Audit center with a focus on:                             <ul style="list-style-type: none"> <li>o How many classrooms are available;</li> <li>o The size of each classroom;</li> <li>o Additional spaces that are available (e.g., gym, lunchroom, auditorium, etc.); and</li> <li>o The ventilation in each classroom.</li> </ul> </li> <li><input type="checkbox"/> School security staff should follow CDC protocols if interacting with the general public.</li> <li><input type="checkbox"/> Maintain facilities for in-person operations.                             <ul style="list-style-type: none"> <li>o Check HVAC systems at each building to ensure that they are running efficiently.</li> <li>o Air filters should be changed regularly.</li> <li>o Custodial staff should distribute wastebaskets, tissues, and CDC approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during transit between sites.</li> <li>o Signage about frequent <a href="#">handwashing, cough etiquette, and nose blowing</a> should be widely posted, disseminated, and encouraged through various methods of communication.</li> <li>o Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.</li> </ul> </li> <li><input type="checkbox"/> Procure level-1 facial coverings, including those with a transparent front, for GSRP teachers, low- income students, and students with special needs.</li> <li><input type="checkbox"/> Procure level-1 surgical masks for cleaning and janitorial staff.</li> </ul>	
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Custodial staff should wear surgical masks when performing cleaning duties.</li> <li><input type="checkbox"/> Maintain facilities for resumption of operations.</li> </ul>	

**OPERATIONS: Facilities**  
**CBO GSRP IMPLEMENTATION STRATEGIES**

Seasons of Learning agrees with the above statement and will do our best to help the GSRP program stay safe and healthy.  
Classrooms will be thoroughly cleaned on a daily basis.  
Seasons of Learning will follow licensing procedures, GSRP procedures, and CDC guidelines to help maintain a healthy environment.

## OPERATIONS: Budget, Food Service, Enrollment, and Staffing

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PHASES 1 – 3	PHASE 4	PHASE 5
<ul style="list-style-type: none"> <li><input type="checkbox"/> Based on instructional programming, provide instructional resources and materials to staff and students as feasible.</li> <li><input type="checkbox"/> Ensure a plan for nutrition services and student meals is in place, and provide a list of alternative meal options to families.</li> <li><input type="checkbox"/> Solidify food service processes, device distribution, delivery sites, and communication plans as necessary.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> CBOs will support GSRP staff in assessing student arrival protocols. This should include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation).</li> <li><input type="checkbox"/> GSRP/site leaders should conduct and document a facility walk-through with custodial staff to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.</li> <li><input type="checkbox"/> Support GSRP in conducting staff and student outreach to understand who is coming back.                             <ul style="list-style-type: none"> <li><input type="checkbox"/> For staff, this should include a breakdown of the staff – administrators, educators, support staff, etc.</li> <li><input type="checkbox"/> Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return).</li> </ul> </li> <li><input type="checkbox"/> Communicate any student enrollment or attendance policy changes with GSRP staff and families.</li> <li><input type="checkbox"/> Work with GSRP staff to orient new center staff to any operational changes.</li> <li><input type="checkbox"/> Create master GSRP teaching schedules, student and staff arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, with safety protocols in mind.</li> <li><input type="checkbox"/> Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.</li> <li><input type="checkbox"/> Consult center legal counsel to preemptively address liability questions, related concerns, or issues relative to COVID-19.</li> </ul>	
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Custodial staff should wear surgical masks when performing cleaning duties.</li> <li><input type="checkbox"/> Maintain facilities for resumption of school operations.</li> </ul>	

**OPERATIONS: Budget, Food Service, Enrollment, and Staffing**  
**CBO GSRP IMPLEMENTATION STRATEGIES**

COVID related expenses will be tracked to best leverage the federal and state resources that are available.

Efforts will be made to make GSRP enrollment paperwork available digitally.

CBOs will share food distribution sites with families as needed.

## OPERATIONS: Technology

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### PHASES 1 – 3

### PHASE 4

### PHASE 5

- Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
- See Macomb County COL Plan regarding GSRP teaching team requirements.

- Schedule ongoing staff training on platforms and tools as needed.
- Utilize and share online resources that were created by the MISD during the closure period.

**OPERATIONS: Technology**  
**CBO GSRP IMPLEMENTATION STRATEGIES**

Seasons of Learning agrees with the above statement.

Continue to keep in contact with parents via zoom calls, the remind app, phone calls and face book.

**OPERATIONS: Transportation**

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**PHASES 1 – 3**

**PHASE 4**

**PHASE 5**

- Utilize buses to provide food service and delivery of food service and delivery of instructional materials when possible.

- CBOs that transport children will: Inventory buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses. Address questions, such as:
  - How have the buses been currently or historically used to transport GSRP children?
  - What accommodations will need to be made to safely transport children?
  - How many buses are or can be made available?
- Utilize buses to provide food service and delivery of food service and delivery of instructional materials when possible.

**OPERATIONS: Transportation**  
**CBO GSRP IMPLEMENTATION STRATEGIES**

Seasons of Learning does not provide transportation.

# COMMUNITY BASED ORGANIZATION PREPAREDNESS PLAN WORKING TEMPLATE

## [EXECUTIVE ORDER 2020-142](#)

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**Section 2: Preparedness Plan.** Every school district and nonpublic school must develop and adopt a COVID-19 Preparedness and Response Plan (“Preparedness Plan”) that is informed by the Michigan Return to School Roadmap from the COVID-19 Task Force on Education and Return to School Advisory Council (“Return to School Roadmap”). The plan must, at a minimum:

**Part (a): PHASES 1 – 3:** Describe the policies and procedures that the district will follow when the region in which the district is located is in Phase 1, 2, or 3 of the Michigan Safe Start Plan. [SAFETY](#) [MENTAL & SOCIAL-EMOTIONAL HEALTH](#) [INSTRUCTION](#) [OPERATIONS](#)  
 (Nonpublic schools are exempt from this subsection.) Those policies and procedures must, at a minimum:

(1) Require the closure of school buildings to anyone except:

### NOTES

(A) District employees or contractors necessary to conduct minimum basic school operations consistent with a Preparedness Plan, including those employers or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment, or performing other necessary in-person functions.

**N/A for Community Based Organizations**

(B) Food-service workers preparing food for distribution to students or their families.

**GSRP families will be provided or directed to food distribution programs.**

(C) Licensed child-care providers and the families that they serve.

**Centers are closed for in-person instruction. Our childcare center may continue to be used by families and we will follow all emergency protocols identified by the state. Center staff will be permitted to be physically present for the purposes of conducting basic operations, including remote live instruction.**

**Section 2 Part (a): Continued**

### NOTES

<p>(2) Suspend athletics, after-school activities, inter-school activities (e.g., debate competitions), and busing.</p>	<p><b>N/A for Community Based Organizations</b></p>
<p>(3) Offer alternative modes of instruction other than in-person instruction and a summary of materials each student and the student's parents or guardians will need to meaningfully access the alternative modes of instruction included in the Preparedness Plan. If the Preparedness Plan relies on electronic instruction, the Preparedness Plan must consider how the district will aid students who lack access to computers or to the internet.</p>	<p><b>Students and families will be provided with materials to support their necessary mode of instruction, including hard copy media, digital media, and mixed media.</b></p>
<p>(4) Provide for the continuation of food distribution to eligible students.</p>	<p><b>GSRP families will be provided or directed to food distribution programs.</b></p>
<p>(5) Provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement.</p>	<p><b>N/A for Community Based Organizations</b></p>

# COMMUNITY BASED ORGANIZATION PREPAREDNESS PLAN WORKING TEMPLATE

## [EXECUTIVE ORDER 2020-142](#)

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**Section 2: Preparedness Plan. Every school district and nonpublic school must develop and adopt a COVID-19 Preparedness and Response Plan (“Preparedness Plan”) that is informed by the Michigan Return to School Roadmap from the COVID-19 Task Force on Education and Return to School Advisory Council (“Return to School Roadmap”). The plan must, at a minimum:**

**Part (b): PHASE 4: Describe the policies and procedures that the district will follow when the region in which the district is located is in Phase 4 of the Michigan Safe Start Plan.**      [SAFETY](#)      [MENTAL & SOCIAL-EMOTIONAL HEALTH](#)      [INSTRUCTION](#)      [OPERATIONS](#)

**Those policies and procedures must, at a minimum:**

	NOTES
(1) Require the wearing of face coverings, except during meals and unless face coverings cannot be medically tolerated, for:	Each CBO will follow the MI Safe Start Plan, where applicable and appropriate, along with local implementation policies to ensure staff, student, and visitor safety.
(A) All staff and all students in grades pre-kindergarten and up when on a school bus.	Each CBO will follow the MI Safe Start Plan, where applicable and appropriate, along with local implementation policies to ensure staff, student, and visitor safety.
(B) All staff and all students in grades pre-kindergarten and up when in indoor hallways and common areas.	Each CBO will follow the MI Safe Start Plan, where applicable and appropriate, along with local implementation policies to ensure staff, student, and visitor safety.
(C) All staff when in classrooms.	Each CBO will follow the MI Safe Start Plan, where applicable and appropriate, along with local implementation policies to ensure staff, student, and visitor safety.
<b>Section 2 Part (b): Continued</b>	<b>NOTES</b>

<p>(D) All students in grades 6 and up when in classrooms.</p>	<p><b>N/A for Community Based Organizations</b></p>
<p>(E) All students in grades kindergarten through 5 unless students remain with their classes throughout the school day and do not come into close contact with students in another class.</p>	<p><b>N/A for Community Based Organizations</b></p>
<p>(2) Prohibit indoor assemblies that bring together students from more than one classroom.</p>	<p><b>Center wide assemblies/activities will be prohibited during Phase 4.</b></p>
<p>(3) Incorporate the Return to School Roadmap’s required protocols governing hygiene, cleaning, athletics, screening, testing protocols, and busing and student transportation.</p>	<p><b>Each CBO will follow the MI Safe Start Plan, where applicable and appropriate, along with local implementation policies to ensure staff, student, and visitor safety.</b></p>

**COMMUNITY BASED ORGANIZATION PREPAREDNESS PLAN TEMPLATE**  
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**Section 2: Preparedness Plan. Every school district and nonpublic school must develop and adopt a COVID-19 Preparedness and Response Plan (“Preparedness Plan”) that is informed by the Michigan Return to School Roadmap from the COVID-19 Task Force on Education and Return to School Advisory Council (“Return to School Roadmap”). The plan must, at a minimum:**

	<b>NOTES</b>
<p>(c) Describe the policies and procedures that the district will follow when the region in which the district is located is in Phase 5 of the Michigan Safe Start Plan.</p>	<p>Each CBO will follow the MI Safe Start Plan, where applicable and appropriate, along with local implementation policies to ensure staff, student, and visitor safety.</p>

**(d) Address each subpart of the Return to School Roadmap and indicate if a school plans to exclude any protocol that is highly (strongly) recommended. Indicate any exclusions in the response template.**

**COMMUNITY BASED ORGANIZATION PREPAREDNESS PLAN SIGNATURE PAGE**  
[EXECUTIVE ORDER 2020-142](#)

**CBO Name: Seasons of Learning ECC**

**Owner/Director/Contact: Denise Hall, Director**

**Address: 67055 Gratiot Ave. Richmond, MI 48062**

**Phone Number: 586-248-4949**

**Email Address: [dhall@seasonsoflearning.org](mailto:dhall@seasonsoflearning.org)**

**Transportation Provided: No**

	SIGNATURE:	DATE
<b>Center Owner:</b>	<i>Denise M. Hall</i>	<b>08/05/2020</b>

**MISD Superintendent Collection and Submission: By August 17, 2020**

	SIGNATURE:	DATE
<b>MISD Superintendent:</b>		

**By August 17, 2020, districts and non-public schools must prominently post their approved Preparedness Plans on the homepage of their public internet sites.**

## SPECIAL EDUCATION EXECUTIVE ORDER 2020-142

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### Section 4: Special Education

- (a) When a district provides in-person instruction to its students without disabilities, the district must also provide in-person instruction to its students with disabilities, consistent with their individualized education plans.
- (b) When schools are closed to in-person instruction, districts must strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities from birth through age 26. This includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.
- (c) While any state of emergency or disaster related to the COVID-19 pandemic continues, districts shall comply with guidance from the United States Department of Education, including its Office of Civil Rights and Office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
- (d) Districts shall, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students in light of the school closures during the 2019–2020 school year.
- (e) The state will not penalize a district or a nonpublic school that has been allocated federal funds for the purpose of providing special education services due to a school's inability to provide those services on account of a school closure prompted by a COVID-19 state of emergency or disaster.

## IMPLEMENTATION

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#### **Section 6: Implementation:**

- (a) All provisions of Executive Order 2020-65 suspending strict compliance with the School Aid Act or the Revised School Code for the 2019–2020 school year including all provisions in Part I(2) through Part I(13) and all provisions in Parts IV, VII, VIII, and IX—remain in effect through the fiscal year ending September 30, 2020.
- (b) Except as provided for in subsection (a) of this section, Executive Order 2020-65 is rescinded.
- (c) The limitation on the size of indoor social gatherings and events in section 5 of Executive Order 2020-110 or any executive order that may follow from it does not apply to students in a classroom setting.
- (d) All schools, public and private, are subject to the rules governing workplace safeguards established in section 1 of Executive Order 2020-114.
- (e) For purposes of this order, a district that straddles regions will be treated as if it were located solely in the region designated as higher risk.
- (f) All schools, public and private, must cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular must collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school.
- (g) A district or nonpublic school without an approved Preparedness Plan is not permitted to open or to continue in operation for in-person instruction for the 2020–2021 school year.
- (h) To mitigate the impact of COVID-19 on educational outcomes, a district may adopt year-round school or a year-round program for the 2020–2021 school year or start the 2020–2021 school year before the first Monday in September.
- (i) Any closure of schools relating to COVID-19 shall not affect an employer contribution, employee contribution, or the accrual of service credit under the Public School Employees Retirement Act of 1979, 1980 PA 300, as amended, MCL 38.1301 to 38.1467.
- (j) For a district with a collective bargaining agreement, this order must be implemented by the district in a manner consistent with the collective bargaining agreement.
- (k) When the Michigan Department of Education or the Superintendent issues a waiver or suspends an administrative rule pursuant to this order or Executive Order 2020-65, the Superintendent must provide the governor in writing with a copy of the waiver and information relating to the issuance or suspension. Any waiver issued by the Superintendent under Part VII of Executive Order 2020-65 continues in effect through the end of the fiscal year unless otherwise rescinded by the Superintendent.