

COVID-19 Preparedness and Response Plan

Name of CBO: Cadillac Area YMCA Dillion Community Center (YMCA GSRP Program)

Address: 9845 Campus Drive

Name of Intermediate School District: Wexford Missaukee ISD

Directions: After considering required and strongly required details, in the space available describe your practice/procedure you plan on implementing.

YMCA GSRP shall submit a completed Preparedness Plan (Executive Order 2020-142) to Manistee ISD by August 15, 2020. The Preparedness Plan must be posted on the YMCA website home page no later than August 17, 2020.

Preparedness Plan Assurances

YMCA agrees to meet the following requirements of Executive Order 2020-142. YMCA Assures that:

- When schools are closed to in-person instruction, the agency 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 all children and families.
- 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.
- During **Phase 1, 2, or 3** of the ***Michigan Safe Start Plan***
 - Will suspend in-person student instruction and close its buildings to anyone except: (a) employees or contractors necessary to conduct minimum basic school operations consistent with a Preparedness Plan, necessary to facilitate alternative modes of instruction. (b) Food-service workers preparing food for distribution to students and their families. (c) Licensed child-care providers and the families that they serve, if providers follow all emergency protocols identified by LARA.
 - Will suspend after-school activities, and inter-school activities of children
 - Will pay employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan as GSRP funds are available.
 - Will continue to provide food distribution of food to enrolled children as GSRP funds are available.
- During **Phase 4** of the ***Michigan Safe Start Plan***

- Will prohibit indoor assemblies that bring together children from more than one classroom
- Will cooperate 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/she showed symptoms to the time when he/she was last present in school.

Preparedness Plan

YMCA GSRP must develop a COVID-19 Preparedness and Response Plan that is informed by Michigan's 2020-2021 Return to School Roadmap and follow Guidelines for Safe Child Care Operations during COVID-19 provided by LARA. In accordance with Executive Order 2020-142 a plan must include all of the following parts:

A. Phase 1, 2, or 3 of the *Michigan Safe Start Plan*

a. Social-Emotional Health: Strongly Recommended

- i. Describe how you will implement a screening for all students and communicate the guidelines regarding identification factors and referral for all at-risk families and children.

1. The Ages and Stages developmental screener will be used to determine if there are any social-emotional delays or concerns. The ECS and teacher will discuss any developmental concerns identified in the screener and determine next steps and strategies to implement with the child and family. Teachers will work closely with families to use strategies from the Ages and Stages and/or other strategies to support the child's continued social-emotional growth at home.
2. Additional resources will be available to staff and families to support social emotional needs including but not limited to:
 - CDC Resources - Talking with children about COVID-19
 - CTF- Crisis Parent and Caregiver Guide
 - MDE linked resources including Child Mind, Storyline Online
 - Conscious Discipline

b. Remote Instruction: This is also the Continuity of Learning Plan submitted in April. You can up-date your current plan ensuring the following items are included in your plan and attach updated COL plan:

- i. Revise COL plans based on lessons learned and feedback from parents and teachers.
 1. Programs will discuss COL with families *at enrollment* to inform them of what to expect from the program in the event of suspended in-person instruction including:
 - What the family's role will be at home to stay engaged with the program and to support their child's continued growth and development?
 - What types of activities will be sent home during distance learning and how to integrate these into their daily lives.
 - The type and frequency of communication with the teacher to support at-home learning.
 2. Programs will survey each family *at the time of enrollment* to be prepared to support them in the event of suspended in-person student instruction. The survey will gather information regarding:
 - Best times of day/days of the week for families and teachers to communicate.
 - Best ways to communicate and share activities with families. Options to include: Phone, text, Teaching Strategies Family app or Ready Rosie app (*dependent on funding*), and Facebook private group. Families will select each option that would work and programs will ensure they have access to each of these options at enrollment (i.e.: Show parent how to download Teaching Strategies Family app and send them an invitation to access their child's information.)
 - Preferred virtual meeting method (Messenger Rooms, Google Meets, Zoom, etc.).
 - Available technology in the home.
 - Best contact information for each family member and back-up contact information to reach the family if phone numbers or emails are changed.
 3. In the event of suspended in-person student instruction, each teacher will set "office hours" that are consistent each week to allow family members to contact the teacher when they have questions, need help with any activities, etc. Other planned family contacts, meetings, training, etc. will be held outside of these office hours to allow the teacher to be available to families.

- ii. How you will deliver high-quality instructional materials that align with best practices and promote engagement, consistency, and individualization for child/family.
1. Teachers will create and submit to their ECS a weekly Distance Learning Plan providing activities for the class as a whole, with activities to support each developmental domain. This plan will consist of activities directly from The Creative Curriculum including:
 - Teaching Strategies Development and Learning Activities for families (found in the Family Resources Library). And/Or....
 - Teaching Strategies Guided Learning Activities for families (found in the Teach section).
 - A “large group” offered live at least four times a week via Zoom or other video conferencing that encourages children to interact with the teacher and each other through music and movement activities, story times, etc. These groups will be recorded to send to families who do not have access to the live meetings and to share on the classroom’s private Facebook group.
 - During weekly contacts with the family teachers will
 - will interact with the child and provide a planned instructional activity, individualized for that child’s developmental needs.
 - Additional developmentally appropriate activities may be added to this plan at the teacher’s discretion.
 2. Teachers will make contact with families at least once a week to check-in, discuss activities, share resources, and set/review small goals for each child. These contacts will be made in the manner preferred by the family and will be scheduled ahead of time. Ask that families allow a minimum of 20 minutes for the conversation between the family member and teacher and for the teacher to interact with the child but be flexible to allow for more time if needed. Based on individual needs of the family and child teachers may share:
 - Individually chosen activities from The Creative Curriculum to support the child’s goals.
 - Individually chosen books that can be accessed easily by families or sent home by the program that support the child’s goals or family circumstances (ex: “The Invisible String” when a family experiences a death of someone close).

- Contact information for community resources to aid with family needs.
 - Parenting resources based on the family's individual needs.
- iii.** How you will screen every child in the first 45 days to understand where they are academically and to inform instructional decisions.
 1. If in-person instruction is not possible, teachers will all be trained in administering the Ages and Stages developmental screener.
 2. The Ages and Stages screener will be administered virtually with the help and input of families within the first 45 days of the program's start date. Every effort will be made to complete the screener within the first 14 days of programming.
- iv.** Explain your process for ongoing monitoring of student progress and provide feedback to families.
 1. During weekly contact with families, teachers will gather data based on conversations about the activities the child participated in. Families will share how their child felt about the activity, what their responses were to questions, if they were able to complete the task, etc. This data will be entered into Teaching Strategies GOLD and used to inform the checkpoint assessments.
 2. Tools such as Ready Rosie, a family engagement app, or the TS Cloud may be available to allow families to enter data directly into TS GOLD and to see feedback and progress of their child. This is depending on funding availability.
- v.** Describe your modes of communication with each family to share resources and resources for families to use at home.
 1. Teachers will share resources with families through the family's preferred communication method (i.e. phone call, text, email, mail).
 2. Resources will also be shared on the classroom's private Facebook group and through the Teaching Strategies Family app or Ready Rosie depending on funding.
- vi.** Describe how you will monitor that families have adequate connectivity to successfully engage in programming and are participating in the programming on a daily basis,
 3. Teachers will build relationships with each family throughout the school year and establish reciprocal, two-way communication to form a partnership in support of their child's development and learning.

4. At the time of enrollment teachers will inform families of their role and responsibilities in the event of in-person learning being suspended which will include participation in the program 4 days a week.
 5. At enrollment teachers will survey families to gather information about each family's available technology and preferred method of communication. This will be reviewed and updated periodically throughout the school year at formal family contacts (home visits, parent-teacher conferences). If there are families with limited or no technology available the teacher and family will problem-solve together to find a way to allow engagement with the program. Teachers will ask their ECS for assistance in problem-solving if needed.
 6. Teachers will have weekly contact with each family to discuss activities the family participated in to ensure their continued engagement. Teachers will also interact with the child during this contact and provide an individualized instructional activity.
- vi.** If any part of your remote instruction relies on electronic instruction describe how you will aid the families who lack access.
1. Every family activity from The Creative Curriculum, which are available to teachers online, can be emailed, screenshotted and texted or shared on a Facebook group, or printed and mailed. Teachers will use information gathered at enrollment and reviewed/updated throughout the year about each family's available technology to ensure each family has access to every activity through their preferred method of communication.
 2. "Large Group" meetings, held live at least four times a week, will be available through technology preferred by a majority of the families (ex: Messenger Rooms, Zoom, etc.). If there are families who do not have access to these technologies or who are not available at the time of the live meeting, these meetings will be recorded and shared in the classroom's private Facebook group, through text, or through email to reach as many families as possible.
 3. During weekly contacts with families, teachers will interact with children to provide an individualized instructional activity. These contacts can take place on the phone if no other technology is available to the family.

B. Phase 4 of the *Michigan Safe Start Plan Safety Protocols*:

a. Personal Protective Equipment: REQUIRED

- i. Face masks always **must be worn** by staff **except** for meals.
- ii. Masks should be washed or disposed of each day.
- iii. Children, staff, and bus drivers must wear masks during school transportation

Strongly Recommended: Masks are not required for use in classrooms by children ages 3 and 4. Children wearing masks should be considered in hallways and common areas. (Per Executive Order Guidelines)

- Teachers will read social stories about wearing masks, provide visual tools in the classroom, hallways, playground, and anywhere else children spend time to remind children and families about wearing masks, and provide additional activities (such as decorating masks with open-ended art materials) to help ease anxiety surrounding masks.
- Parents, Staff and volunteers will wear masks at all time inside the YMCA facility. Children 5 and under will not be required to wear a mask unless parent requests and provides child size mask.

C. Hygiene: REQUIRED

- a. Provide supplies to support healthy hygiene behaviors
- b. Teach and reinforce handwashing with soap and water for at least 20 seconds and/or safe use of sanitizer that contains 60% alcohol
- c. Follow Best Practices to Promote Hygiene (Page 10) provided by LARA: Guidelines for Safe Child Care Operations During COVID-19
- d. **Strongly Recommended:**
 1. Teach children how to sneeze/cough into their elbows or use a tissue to cover mouth
 2. Scheduled handwashing every 2-3 hours
 3. Limit sharing of personal items and supplies such as writing utensils
 4. Keep children's personal items separate
 5. Limit use of classroom materials to small groups and disinfect between use

Describe your Hygiene protocol:

- Teachers will read social stories about proper handwashing, covering coughs and sneezes, etc. They will provide activities to teach children these hygiene procedures in a developmentally appropriate and engaging way. There will be

visual tools throughout the classroom and program that prompt and remind children about the proper way to wash hands, cover coughs, etc. These procedures will be taught in the beginning of the school year, revisited frequently, and retaught as needed.

D. Spacing, Movement and Access

a. Strongly Recommended

- i. Rearrange seating to seat children 6 feet apart (when possible) and limit the number of children sitting together, especially at meal times
- ii. Family members or other guests are not allowed in school building except under extenuating circumstances
- iii. Floor tape or other markers should be used at 6 feet intervals where line formations, in waiting/reception areas
- iv. Post signs indicate proper social distancing and hand hygiene techniques.
- v. Any adult guest entering the building should be screened for symptoms, wear a face mask, and wash/sanitize hands prior to entering. Strict records, include date/time should be kept

b. Recommended:

- i. Open windows as much as possible.
- ii. Entrances and Exits should be kept separate
- iii. "Specials" should be brought to the classroom
- iv. 6 feet distancing in hallways and staggered movements if feasible.

Describe your Spacing, Movement and Access protocol:

c. Minimizing the spread of illness the following strategies will be used: limit common space use whenever possible. Rearrange classroom areas to better accommodate children having more space, consider use of the outdoor learning environment as much as possible and where appropriate. Ensure water usage and drinking stations follow CDC guidelines.

d. Describe planned school schedule during Phase 4

- i. **Students will be split into 2 groups equaling 2 staff & 8 children**
 1. **Group 1 will attend Monday & Wednesday**
 2. **Group 2 will attend Tuesday & Thursday**
- ii. **Those whom wish not to attend face to face during Phase 4 will be given the opportunity to do virtual learning or no contact learning by sending home learning packets.**

E. Screening Children and Staff: REQUIRED

- a. Programs must cooperate with local public health department regarding the implementation of screening and reporting protocols of COVID-19 case
- b. Must implement protocols for screening children and staff
- c. Follow Best Practices to Promote Hygiene (Page 4-7) provided by LARA: Guidelines for Safe Child Care Operations During COVID-19

d. **YMCA – Entrance into the facility**

- All personnel 6 years or older must wear mask or face covering of mouth and nose to enter the facility
- Proceed to Welcome Center desk for daily temperature check
- Parents will complete weekly health screening questionnaire
- Staff will complete daily health screening questionnaire via Google docs
 - **Temperatures will be logged upon arrival before entering childcare rooms**
 - **Anyone arriving with fever or symptoms will be sent home immediately**
- Limit access to 1 parent/guardian/adult per child
 - Siblings not enrolled in programs will not be granted entrance into the facility
 - If child is picked up by someone other than who dropped off, the pickup person will remain outside the premises and the child will be brought to them
- Follow social distancing guidelines
 - Keep 6 feet of space between people as much as possible
 - Stagger/Schedule drop off and pick up times
- **Suspected/Confirmed Covid-19 Cleaning and Disinfection Policy**
 - Close all areas visited by the ill person
 - If applicable, open outside doors and windows or use ventilating fans to increase air circulation in the area.
 - Wait 24 hours or as long as practical before beginning cleaning and disinfecting.
 - Staff should clean and disinfect all areas and rooms used by the ill person
 - Report incident to local health department immediately

F. **Food Service, Gathering, and Extracurricular Activities: REQUIRED**

- a. Prohibit indoor assemblies that bring together children from more than one classroom

- b. Recommended:
 - i. Large scale assemblies or more than 50 children are suspended.
 - ii. Off-site field trips that required bus transportation to an indoor location are suspended.
 - iii. Recess should be conducted outside with appropriate social distancing and co-horting of classrooms. If more than one class is outside, children should wear masks.
 - iv. School-supplied meals should be delivered to classrooms with disposable utensils.
 - v. Extracurricular activities may continue with the use of mask coverings.

Describe your Food Service, Gathering and Extracurricular Activities protocol:

Meals and Snacks:

Seating will be spaced as far apart as possible by limiting the number of children sitting together and rearranging chairs

Hand washing protocols will be reviewed, followed by staff and children and positively reinforced.

Family style meals will take place as part of the daily routine but will be adjusted so that a staff person (wearing gloves) will dish out and serve food to students.

Outside Time:

Precautions will be taken to limit the number of children on the play equipment, other outdoor areas and activities will be made available. Other strategies such as staggering time will be used and not mixing multiple classrooms.

G. Cleaning: REQUIRED

- a. Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every 4 hours
- b. Child tables must be wiped down with a disinfectant after every use.
- c. Playground structures must continue to undergo normal routine cleaning
- d. **YMCA - Work Place Disinfecting Policy:**
 - o **Hard Surfaces:**
 - All hard surfaces such as tables and countertops will be disinfected at the beginning and ending of each shift using LARA 3 step guidelines.
 - Step 1 – Soapy Water, Step 2 – Rinse Water & Step 3 Bleach Water Solution
 - Procedure

- Spray hard surface with soapy water, let stand 30 seconds before wiping off, proceed with Step 2 & 3 in the same manner.
 - All hard surfaces such as tables and countertops will be disinfected using LARA 3 step guidelines before and after any meal preparation.
 - Classrooms and hallway bathrooms will be sprayed using the electrostatic machine between sessions and at the end of the day
- **Bathrooms and Sinks**
 - Staff will be responsible for daily cleaning/disinfecting toilets and sinks used by childcare as needed and at a minimum at the end of each shift.
 - Staff will log and initial daily cleaning log
 - YMCA
 - Child Watch Bathroom and sink
 - Sinks with in the classrooms
 - Public toilets and sinks located in the hallway
- **Toys/Equipment**
 - Daily clean and disinfect all mouth toys and equipment according to LARA guidelines
 - Lysol spray childcare rooms and equipment at the end of the day
 - Thorough clean all toys on Friday using Clorox Wipes and bleach water
 - Leave toys to air dry according to LARA guidelines.
- **Floors**
 - Carpeted flooring and mats must be vacuumed daily and sprayed with Electrostatic machine disinfectant at the end of the day
 - All other floors must be swept and mopped with bleach water solution daily at the end of each shift.
 - Includes classroom floors and bathrooms used by childcare
- **Electronics**

- Use alcohol-based wipes or sprays containing at least 70% alcohol to disinfect touch screens
- Dry surfaces thoroughly to avoid pooling of liquids
- **Linens, clothing and other cloth Items**
 - Wash items according to manufacturer's instruction in warmest water setting and dry completely
- **Door knobs/bars, towel dispensers and hand sanitizing stations**
 - Wipe down with bleach water solution at the beginning and end of each shift
- **Electrostatic sprayer** will be used to disinfect all classrooms and the Y facility daily on a regularly scheduled basis

H. Busing and Student Transportation: REQUIRED

- a. Use of hand sanitizer and take the temperature of children and staff before entering the bus. Hand sanitizer must be supplied on the bus. (LARA page 10)
- b. Must wear mask while on the bus
- c. Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned.
- d. Create a plan for getting students home safely if they are not allowed to board the vehicle
- e. If a child becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.
- f. Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- g. Weather permitting, consider keeping windows open while the vehicles is in motion to help spread of the virus by increasing air circulation, if appropriate and safe.

Describe your Busing and Transportation protocol:

YMCA does not provide transportation service

I. Mental & Social-Emotional Health: Strongly Recommended

- a. By screening families and children for additional mental health supports

- b. Provide resources for staff self-care, including resiliency strategies
- c. Communicate with families the return to school transition information

YMCA GSRP will continue to provide social- emotional support and education for children and families in a way that is consistent with methods and resources outlined in phase 1-3 with additional face to face instruction. The Ages and Stages developmental screener will be used to determine if there are any social-emotional delays or concerns. The ECS and teacher will discuss any developmental concerns identified in the screener and determine next steps and strategies to implement with the child and family. Teachers will work closely with families to use strategies from the Ages and Stages and/or other strategies to support the child's continued social-emotional growth at home.

1. Additional resources will be available to staff and families to support social emotional needs including but not limited to:
 - o CDC Resources - Talking with children about COVID-19
 - o CTF- Crisis Parent and Caregiver Guide
 - o MDE linked resources including Child Mind, Storyline Online
 - o Conscious Discipline

J. Instruction for In-Person or Hybrid

- a. Ensuring that hybrid or remote instruction includes:
 - i. Best practices
 - ii. Mode of student assessment
 - iii. Differentiated support for children/families
 - iv. Guidance around daily instructional time
 - v. A plan that ensures all families have connectivity and access
 - vi. A system to monitor and track families' online attendance on a daily basis.
 - vii. How will teachers assess the child's development during hybrid instruction

Describe the program model for instruction that will be implemented during Phase 4.

- i. **Students will be split into smaller groups equaling 2 staff & 8 children**
 1. **Group 1 will attend Monday & Wednesday**
 2. **Group 2 will attend Tuesday & Thursday**

- ii. **Those whom wish not to attend face to face during Phase 4 will be given the opportunity to do virtual learning or no contact learning by sending home teacher prepared learning packets.**
- iii. **Zoom classroom meetings**

- b. Follow Best Practices to Prepare Your Physical Space (page 4) provided by LARA: Guidelines for Safe Child Care Operations during COVID-19.

B. Communications and Family Support: Strongly Recommended

- a. Describe your communication systems for families including:
 - i. Expectations around their child's return to school
 - ii. Clear information about the program model (schedules and configurations)
 - iii. Information regarding the modification to the implantation of curriculum
- b. Follow Best Practices to Communicate with Families (page 12) provided by LARA: Guidelines for Safe Child Care Operations during COVID-19.
 - i. Staff will use Remind app as a form of communication
 - ii. Weekly communication via text, phone or email.
 - iii. Monthly news letters

C. Phase 5 of the Michigan Safe Start Plan Safety Protocols:

- a. **Personal Protective Equipment: Strongly Recommended**
 - i. Face masks should **be worn** by staff **except** for meals.
 - ii. Masks should be washed or disposed of each day.
 - iii. Children, staff, and bus drivers must wear masks during school transportation
 - iv. Masks should worn in hallways and common areas by staff and children.
 - YMCA GSRP program will continue to follow the Return to School Roadmap, LARA and MDE GSRP guidelines recommended for Phase 5.

- All personnel must wear mask or face covering of mouth and nose to enter the facility
- Proceed to Welcome Center desk for daily temperature check
- Parents will complete weekly health screening questionnaire
- Staff will complete daily health screening questionnaire
 - **Temperatures will be logged upon arrival before entering childcare rooms**
 - **Anyone arriving with fever or symptoms will be sent home immediately**
- Limit access to 1 parent/guardian/adult per child
 - Siblings not enrolled in programs will not be granted entrance into the facility
 - If child is picked up by someone other than who dropped off, the pickup person will remain outside the premises and the child will be brought to them
- Follow social distancing guidelines
 - Keep 6 feet of space between people as much as possible
 - Stagger/Schedule drop off and pick up times

C. Hygiene: Strongly Recommended

- a. Provide supplies to support healthy hygiene behaviors
- b. Teach and reinforce handwashing with soap and water for at least 20 seconds and/or safe use of sanitizer that contains 60% alcohol
- c. Follow Best Practices to Promote Hygiene (Page 10) provided by LARA: Guidelines for Safe Child Care Operations During COVID-19
- d. **Recommended:**
 1. Teach children how to sneeze/cough into their elbows or use a tissue to cover mouth
 2. Scheduled handwashing every 2-3 hours
 3. Limit sharing of personal items and supplies such as writing utensils
 4. Keep children's personal items separate
 5. Limit use of classroom materials to small groups and disinfect between use
 - YMCA GSRP program will continue to follow the Return to School Roadmap, LARA and MDE GSRP guidelines recommended for Phase 5.

- Classrooms and bathrooms used for childcare will be disinfected a minimum of 2 times daily with the Electrostatic Disinfecting Machine
- All staff and program participants will wash hands according to CDC guidelines before becoming actively involved in classroom activities

D. Spacing, Movement and Access

a. Recommended

- Rearrange seating to seat children 6 feet apart (when possible) and limit the number of children sitting together, especially at meal times
- Floor tape or other markers should be used at 6 feet intervals where line formations, in waiting/reception areas
- Post signs indicate proper social distancing and hand hygiene techniques.
- Guest may be allowed but any guest entering the building should be screened for symptoms, wear a face mask, wash/sanitize hands prior to entering. Strict records, include date/time should be kept

b. Recommended:

- Open windows as much as possible.
- Entrances and Exits should be kept separate
- “Specials” should be brought to the classroom
 - 6 feet distancing in hallways and staggered movements if feasible.

YMCA GSRP program will continue to follow the Return to School Roadmap, LARA and MDE GSRP guidelines.

- To the best of our ability, classrooms will be equipped and maintain to meet the highly recommended guidelines set forth by LARA, School Roadmap and MDE GSRP.
 - Objects that are not easily disinfected will be removed
 - Classrooms will be arranged to promote Active Supervision and social distancing to the best of our ability.
 - Each child will be provided with their own small group activities such as playdough, art supplies, etc.
 - Children will have assigned seats during large group activities and meal times.
 - Children will remain in the same groups.

E. Screening Children and Staff: Strongly Recommended

- a. Programs must cooperate with local public health department regarding the implementation of screening and reporting protocols of COVID-19 case
- b. Must implement protocols for screening children and staff
- c. Follow Best Practices to Promote Hygiene (Page 4-7) provided by LARA: Guidelines for Safe Child Care Operations During COVID-19
 - YMCA GSRP program will continue to follow the Return to School Roadmap, LARA and MDE GSRP guidelines recommended for Phase 5.
 - Staff COVID-19 Policy
 - Active screening plan
 - Staff will complete Workplace Health Screening Form on Google docs daily.
 - Staff will be temperature checked at the beginning of each shift and supervisor will be notified if >100.4
 - Staff will wash hands using soap and water before entering the classroom.
 - Staff will be sent home to self-monitor for 10 days for signs and symptoms of COVID-19
 - Staff will notify supervisor of any further development of fever or respiratory symptoms
 - CDC and LARA have indicated the use of masks in childcare programs.
 - All childcare staff will be provided with a mask
 - Masks will be required to wear at all times in the workplace
 - Please note we are not recommending medical masks but cloth face cover.
 - Follow all Licensing rules and policy/procedures of the Childcare facility.
 - Be prepared to support employees based on physical and mental health needs
 - Staff should consult with their physicians and come forward if they believe that they are more susceptible to the virus.
 - All staff will be aware of and follow workplace disinfecting procedures

- Staff should not share their phone, devices, or meal or utensils with one another or children
- Suspected/Confirmed Covid-19 Cleaning and Disinfection Policy
 - Close all areas visited by the ill person
 - If applicable, open outside doors and windows or use ventilating fans to increase air circulation in the area.
 - Wait 24 hours or as long as practical before beginning cleaning and disinfecting.
 - Staff should clean and disinfect all areas and rooms used by the ill person.
 - Report incident to local Health Department immediately

F. Food Service, Gathering, and Extracurricular Activities: Strongly Recommended

- a. All gatherings(indoor and outdoor) assemblies should comply with current and future executive orders
- b. If field trip occurs they must comply with transportation guidelines

G. Cleaning: Strongly Recommended

- a. Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every 4 hours
- b. Child tables must be wiped down with a disinfectant after every use.
- c. Playground structures must continue to undergo normal routine cleaning
- d. YMCA - Work Place Disinfecting Policy:
 - **Hard Surfaces:**
 - All hard surfaces such as tables and countertops will be disinfected at the beginning and ending of each shift using LARA 3 step guidelines.
 - Step 1 – Soapy Water, Step 2 – Rinse Water & Step 3 Bleach Water Solution
 - Procedure
 - Spray hard surface with soapy water, let stand 30 seconds before wiping off, proceed with Step 2 & 3 in the same manner.

- All hard surfaces such as tables and countertops will be disinfected using LARA 3 step guidelines before and after any meal preparation.
 - Electrostatic disinfecting machine will be used a minimum of 2 times per day.
- **Bathrooms and Sinks**
 - Staff will be responsible for daily cleaning/disinfecting toilets and sinks used by childcare as needed and at a minimum at the end of each shift.
 - Staff will log and initial daily cleaning log
 - YMCA
 - Child Watch Bathroom and sink
 - Sinks with in the classrooms
 - Public toilets and sinks located in the hallway
 - Baker
 - Classroom sinks
 - Public toilets and sinks located in the hallway
 - Limit bathroom usage to the first 2 stalls & sinks
- **Toys/Equipment**
 - Daily clean and disinfect all mouth toys and equipment according to LARA guidelines
 - Electrostatic spray childcare rooms and equipment at the end of the day
 - Thorough clean all toys on Friday using Clorox Wipes and bleach water
 - Leave toys to air dry according to LARA guidelines.
- **Floors**
 - Carpeted flooring and mats must be vacuumed daily and sprayed with Lysol at the end of the day
 - All other floors must be swept and mopped with bleach water solution daily at the end of each shift.
 - Includes classroom floors and bathrooms used by childcare
- **Electronics**
 - Use alcohol-based wipes or sprays containing at least 70% alcohol to disinfect touch screens
 - Dry surfaces thoroughly to avoid pooling of liquids
- **Linens, clothing and other cloth Items**

- Wash items according to manufacturer's instruction in warmest water setting and dry completely
- **Door knobs/bars, towel dispensers and hand sanitizing stations**
 - Wipe down with bleach water solution at the beginning and end of each shift
- Electrostatic Disinfecting Machine will be used in each childcare room a minimum of 2 times per day.
- YMCA facility is disinfected using the Electrostatic Disinfecting Machine every 2 hours.

H. Busing and Student Transportation: Strongly Recommended

- a. Should use a hand sanitizer and take the temperature of children and staff before entering the bus. Hand sanitizer must be supplied on the bus.
- b. Should wear mask while on the bus
- c. Clean and disinfect transportation vehicles regularly. Children must not be present when a vehicle is being cleaned.
- d. Create a plan for getting students home safely if they are not allowed to board the vehicle
- e. If a child becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.

Describe your Busing and Transportation protocol:

YMCA does not provide transportation

I. Instruction for In-Person or Hybrid

- a. Ensuring that hybrid or remote instruction includes:
 - i. Best practices
 - ii. Mode of student assessment
 - iii. Differentiated support for children/families
 - iv. Guidance around daily instructional time
 - v. A plan that ensures all families have connectivity and access
 - vi. A system to monitor and track families' online attendance on a daily basis.
 - vii. How will teachers assess the child's development during hybrid instruction

Ensuring that hybrid or remote instruction includes:

Describe the program model for instruction that will be implemented during Phase 5.

- b. Families will be surveyed to assess technology and connectivity needs. According to survey results, and availability of GSRP will coordinate with each family based on their indicated need. Programs will have a system to monitor and track families' online attendance on a daily basis. Teachers will assess the child's development during hybrid instruction through the use of TS GOLD in partnership with families through platforms such as Ready Rosy and if funding is available TS Cloud services.
- c. Follow Best Practices to Prepare Your Physical Space (page 4) provided by LARA: Guidelines for Safe Child Care Operations during COVID-19.

Describe your process of implementation:

- a. **Changes to Our Physical Spaces**
 - i. **Will still maintain physical spaces guidelines used in phase 4**
 - ii. **Classrooms and students ratio 2:16, with all students attending daily**
- b. **Availability of Toys and Classroom Materials**
 - i. **Will still maintain the guidelines used in phase 4**
 1. Objects that are not easily disinfected will be removed
 2. Classrooms will be arranged to promote Active Supervision and social distancing to the best of our ability.
 3. Each child will be provided with their own small group activities such as playdough, art supplies, etc.
 4. Children will have assigned seats during large group activities and meal times.

J. Communications and Family Support: Recommended

- a. Describe your communication systems for families including:
 - i. Expectations around their child's return to school
 - ii. Clear information about the program model (schedules and configurations)
 - iii. Information regarding the modification to the implantation of curriculum
- b. Follow Best Practices to Communicate with Families (page 12) provided by LARA: Guidelines for Safe Child Care Operations during COVID-19.
 - i. **Staff will use Remind app as a form of communication**
 - ii. **Weekly communication via text, phone or email.**

iii. Monthly news letters

iv. Face to face with social distancing

D. Phase 6 of the Michigan Safe Start Plan Safety Protocols:

- Required
 - Responding to positive tests
- Recommended
 - Hygiene
- No longer a requirement
 - Personal Protective Equipment
 - Spacing and Movement
 - Screening
 - Food Service, Gatherings and Extracurricular Activities
 - Cleaning
 - Busing and Transportation

Describe any protocol you may additional plan for Phase 6 (if any).

YMCA GSRP program will continue to follow the Return to School Roadmap, LARA and MDE GSRP guidelines recommended for Phase 6.

Submission of the GSRP Preparedness & Response Plan to Wexford Missaukee ISD constitutes acknowledgement of an agreement to abide by and adhere to the Assurances listed above and to notify Wexford Missaukee ISD (care of GSRP Early Childhood Contact) of any changes to the plan.

CBO Director

Date_____

Date_____

Wexford Missaukee Superintendent

Early Childhood Contact

Date_____