



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

HOW TO KEEP SCHOOL COMMUNITIES SAFE

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

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

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

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"> <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"> <input type="checkbox"/> GSRP staff should consider wearing clear masks when available. <input type="checkbox"/> Homemade facial coverings must be washed daily. <input type="checkbox"/> Disposable facial coverings must be disposed of at the end of each day. <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. <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"> <input type="checkbox"/> Homemade facial coverings must be washed daily. <input type="checkbox"/> Disposable facing coverings must be disposed of at the end of each day. <input type="checkbox"/> Note: Students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE. <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"> <input type="checkbox"/> Facial coverings are not recommended for use in classrooms by children ages 3 and 4. <input type="checkbox"/> Facial coverings should never be used on children under age 2. 	<ul style="list-style-type: none"> <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"> <input type="checkbox"/> GSRP staff should consider wearing clear masks when available. <input type="checkbox"/> Homemade facial coverings should be washed daily. <input type="checkbox"/> Disposable facial coverings should be disposed of at the end of each day. <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"> <input type="checkbox"/> Homemade facial coverings should be washed daily. <input type="checkbox"/> Disposable facing coverings should be disposed of at the end of each day. <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"> <input type="checkbox"/> Facial coverings are not recommended for use in classrooms by children ages 3 and 4. <input type="checkbox"/> Facial coverings should never be used on children under age 2. <input type="checkbox"/> Gloves are not required except for custodial staff or teachers cleaning their classrooms. 	<ul style="list-style-type: none"> <input type="checkbox"/> Safety protocols are no longer required.

SAFETY PROTOCOLS: Personal Protective Equipment CBO GSRP IMPLEMENTATION STRATEGIES

Small Wonders follows all safety protocols above for Personal Protective Equipment as well as GSRP students will wear face coverings in the hallway on the way to the classroom. Once in the classroom, the face coverings can be removed and placed in their cubby.

SAFETY PROTOCOLS: Hygiene

PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<ul style="list-style-type: none"> <input type="checkbox"/> GSRP is closed for in-person instruction. 	<ul style="list-style-type: none"> <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). <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. <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. <input type="checkbox"/> Systematically and frequently check and refill soap and hand sanitizers. <input type="checkbox"/> Limit sharing of personal items and supplies such as writing utensils. <input type="checkbox"/> Keep GSRP students' personal items separate and in individually labeled cubbies, containers, or lockers. <input type="checkbox"/> Procure portable handwashing and/or hand sanitizing stations to set up throughout the center. 	<ul style="list-style-type: none"> <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). <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. <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. <input type="checkbox"/> Systematically and frequently check and refill soap and hand sanitizers. <input type="checkbox"/> Limit sharing of personal items and supplies such as writing utensils. <input type="checkbox"/> Keep GSRP students' personal items separate and in individually labeled cubbies, containers, or lockers. <input type="checkbox"/> Procure portable handwashing and/or hand sanitizing stations to set up throughout the center. 	<ul style="list-style-type: none"> <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). <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. <input type="checkbox"/> Systematically and frequently check and refill soap and handsanitizers. <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.

SAFETY PROTOCOLS: Hygiene

CBO GSRP IMPLEMENTATION STRATEGIES

Small Wonders follows all safety protocols above for Hygiene as well as: all staff must wash their hands: when entering a new classroom to interact with children, when coming in from the playground or outside, before handling any food or bottles, after changing a child's diaper, after handling any bodily fluids or their own or a child's, after assisting a child with the restroom, after using the restroom, after handling a classroom pet, after using any chemicals to clean the classroom.

All children must wash their hands: when entering a classroom, after coming inside from the playground out outdoors, before eating, after using the restroom, after wiping their nose or handling any type of bodily fluid, and after handling a classroom pet.

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"> <input type="checkbox"/> Centers are closed for in-person instruction. <input type="checkbox"/> Centers may continue to be used by families for childcare and we will follow all emergency protocols identified by the state. <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. 	<ul style="list-style-type: none"> <input type="checkbox"/> In classrooms where large tables are utilized, space students as far apart as feasible. <input type="checkbox"/> Teachers should maintain six feet of spacing between themselves and students as much as possible. <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. <input type="checkbox"/> Post signage to indicate proper social distancing. <input type="checkbox"/> Floor tape or other markers should be used at six- foot intervals where line formation is anticipated. <input type="checkbox"/> Provide social distancing floor/seating markings in waiting and reception areas. <input type="checkbox"/> Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques. <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. <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. <input type="checkbox"/> Entrances and exits should be kept separate to keep traffic moving in a single direction. <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. <input type="checkbox"/> Outside play time will continue helping children practice and remain a safe social distance of six feet. 	<ul style="list-style-type: none"> <input type="checkbox"/> In classrooms where tables are utilized, space students as far apart as feasible. <input type="checkbox"/> Post signage to indicate proper social distancing. <ul style="list-style-type: none"> <input type="checkbox"/> Floor tape or other markers should be used at six-foot intervals where line formation is anticipated. <input type="checkbox"/> Provide social distancing floor/seating markings in waiting and reception areas. <input type="checkbox"/> Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques. <input type="checkbox"/> Post signs on the doors of restrooms to indicate proper social distancing. <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. <input type="checkbox"/> Entrances and exits should be kept separate to keep traffic moving in a single direction. 	<ul style="list-style-type: none"> <input type="checkbox"/> Safety protocols no longer required.

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

Small Wonders is following all the safety protocols above for Spacing, Movement and Access as well as: Parents will drop their children off in the Small Wonders lobby. Parents will be required to wear masks. Staff will sign children in after the child's health is assessed and temperature is taken. Children with temperatures of 100.4 or above, coughs, shortness of breath or any other symptoms stated in Small Wonders Parent handbook will not be admitted for the day. At parent pick up time the parent will come into the front lobby, wearing a mask, to pick up their child. A staff person will bring their child up front and sign them out.

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"> <input type="checkbox"/> Centers are closed for in-person instruction. 	<ul style="list-style-type: none"> <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. <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 N95mask is required. <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. 		<ul style="list-style-type: none"> <input type="checkbox"/> Safety protocols no longer required.
	<ul style="list-style-type: none"> <input type="checkbox"/> Centers must cooperate with the local public health department regarding implementing protocols for screening students and staff. <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. <input type="checkbox"/> A monitoring form (paper or electronic) for screening employees should be developed. <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. <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. 	<ul style="list-style-type: none"> <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. <input type="checkbox"/> Any parents or guardians entering the building should wash or sanitize hands prior to entry. <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. <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. <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. 	

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

Small Wonders is following all safety protocols above for Screening Students, Staff and Guests.

SAFETY PROTOCOLS: Testing Protocols for Students and Staff and Responding to Positive Cases

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<ul style="list-style-type: none"> <input type="checkbox"/> Centers are closed for in-person instruction. 	<ul style="list-style-type: none"> <input type="checkbox"/> GSRP sites must cooperate with the local public health department regarding implementing protocols for screening students and staff. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Symptomatic GSRP students and staff sent home from a center should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. 	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. 	<p>N/A</p>

**SAFETY PROTOCOLS: Testing Protocols for Students and Staff and Responding to Positive Cases
CBO GSRP IMPLEMENTATION STRATEGIES**

Small Wonders is following all protocols above Testing Protocols for Students and Staff and Responding to Positive Cases.

SAFETY PROTOCOLS: Responding to Positive Tests among Staff and Students

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<ul style="list-style-type: none"> <input type="checkbox"/> Centers are closed for in-person instruction. 	<ul style="list-style-type: none"> <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. <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. 	<ul style="list-style-type: none"> <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. 	<p><u>REQUIRED:</u></p> <ul style="list-style-type: none"> <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. <input type="checkbox"/> Cleaning staff must wear a surgical mask when performing cleaning of these areas along with gloves and face shield.
	<ul style="list-style-type: none"> <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"> o 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. o 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). <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. 		

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

Small Wonders is following all protocols above for Responding to Positive Tests Among Staff and Students.

SAFETY PROTOCOLS: Food Service, Gathering and Extracurricular Activities

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<ul style="list-style-type: none"> <input type="checkbox"/> GSRP families will be provided or directed to food distribution programs. <input type="checkbox"/> Centers are closed in-person instruction, and cleaning practices are adjusted to maintain building functional order. 	<ul style="list-style-type: none"> <input type="checkbox"/> CBOs will prohibit indoor assemblies that bring together students from more than one classroom. <ul style="list-style-type: none"> <input type="checkbox"/> Students, teachers, and food service staff should wash hands before and after every meal. <input type="checkbox"/> Large scale assemblies of more than 50 students are suspended. <input type="checkbox"/> Off-site field trips that require bus transportation to an indoor location are suspended. <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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students, teachers, and food service staff wash hands before and after every meal. <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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Safety protocols no longer required.

SAFETY PROTOCOLS: Food Service, Gathering and Extracurricular Activities
CBO GSRP IMPLEMENTATION STRATEGIES

Small Wonders is following all safety protocols above for Food Service, Gathering and Extracurricular Activities.

SAFETY PROTOCOLS: Athletics

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<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.

SAFETY PROTOCOLS: Athletics
CBO GSRP IMPLEMENTATION STRATEGIES

N/A

SAFETY PROTOCOLS: Cleaning

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<ul style="list-style-type: none"> <input type="checkbox"/> Centers are closed for in-person instruction, and cleaning practices are adjusted to maintain school building functional order. 	<ul style="list-style-type: none"> <input type="checkbox"/> Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution. <input type="checkbox"/> Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period. <input type="checkbox"/> Playground structures must continue to undergo normal routine cleaning, but using an EPA- approved disinfectant is unnecessary. <input type="checkbox"/> 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. <input type="checkbox"/> Staff must wear gloves, surgical mask, and face shield when performing all cleaning activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> 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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Safety protocols are no longer required.

SAFETY PROTOCOLS: Cleaning
CBO GSRP IMPLEMENTATION STRATEGIES

Small Wonders is following all safety protocols for Cleaning above as well as: Classroom toys/items will be limited, removed from the classroom and rotated for cleaning to limit exposure of germs. 3-step-cleaning methods (soap water, rinse water, bleach water) will be used on toys when children are done playing with them. Tables, chairs and diaper changing areas will be cleaned with the 3-step-method after they are used.

SAFETY PROTOCOLS: Busing and Student Transportation

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<ul style="list-style-type: none"> <input type="checkbox"/> Centers are closed for in-person instruction, and cleaning practices are adjusted to maintain school building functional order. 	<ul style="list-style-type: none"> <input type="checkbox"/> Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus. <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. <input type="checkbox"/> Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned. <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. <input type="checkbox"/> Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily. <input type="checkbox"/> Create a plan for getting students home safely if they are not allowed to board the vehicle. <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. <input type="checkbox"/> Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out. <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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Clean and disinfect transportation vehicles regularly. Children should not be present when a vehicle is being cleaned. <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. <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. <input type="checkbox"/> Create a plan for getting GSRP students home safely if they are not allowed to board the vehicle. <input type="checkbox"/> Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out. 	<ul style="list-style-type: none"> <input type="checkbox"/> Safety protocols are no longer required.

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

Small Wonders does not provide transportation.

SAFETY PROTOCOLS: Medically Vulnerable Students and Staff

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> <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. <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. <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. <input type="checkbox"/> Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) should have N95 masks. 	<ul style="list-style-type: none"> <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. <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. <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. 	<p><input type="checkbox"/> Safety protocols are no longer required.</p>

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"> <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. <input type="checkbox"/> Leverage MDE resources for students and staff mental health and wellness support. <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. 	<ul style="list-style-type: none"> <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. <input type="checkbox"/> Provide staff resources for staff self-care, including resiliency strategies. <input type="checkbox"/> Leverage MDE resources for students and staff mental health and wellness support. <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. 	

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

Small Wonders is following all Mental & Social-Emotional Health protocols above.

INSTRUCTION: Governance

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PHASES 1 – 3	PHASE 4	PHASE 5
<ul style="list-style-type: none"> □ The MISD early childhood team will lead the Return to Instruction and Learning working group, composed of a broad group of stakeholders to: <ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> □ The MISD early childhood team will lead the Return to Instruction and Learning working group, composed of a broad group of stakeholders to: <ul style="list-style-type: none"> ○ 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. 	

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"><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.<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.<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.<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.<input type="checkbox"/>	N/A	N/A

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 through 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"><input type="checkbox"/> Make expectations clear to GSRP directors and staff around hybrid or remote instruction that include:<ul style="list-style-type: none">○ Best practices for blended or remote learning (for young children);○ Standards aligned instructional materials;○ Modes of student assessment and feedback;○ Differentiated support for students;○ The inclusion of social-emotional learning; and○ Professional learning will be ongoing around the Macomb County Remote Learning Plan using technological and non- technological delivery methods.	
	<ul style="list-style-type: none"><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.<input type="checkbox"/> Remain connected with MDE about policies and guidance.	

**INSTRUCTION: Instruction
CBO GSRP IMPLEMENTATION STRATEGIES**

Small Wonders follows all Instruction (before schools reopens) protocols above.

INSTRUCTION: Communication & Family Supports

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PHASES 1 – 3	PHASE 4	PHASE 5
<ul style="list-style-type: none"> □ 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"> ○ Expectations around the duration of the closure and reopening; ○ Decisions about modes of assessment and feedback, daily instructional time, and estimated workload. ○ Supports and resources for families to use at home, such as Pre-K activities and strategies for teaching and helping their child; and ○ Training on accessing and using the center’s digital systems and tools, and workshops for families to build digital literacy. 	<ul style="list-style-type: none"> □ 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"> ○ Expectations around their child’s return to school; ○ Plans for each of the different school opening scenarios. □ 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"> ○ Training about how to access and use the center’s chosen digital systems and tools; ○ Supports and resources for families to use at home, such as Pre-K activities and strategies for teaching and helping their child; ○ Opportunities to build their digital literacy; and ○ Strategies to support their child’s learning at home. 	<ul style="list-style-type: none"> □ 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"> ○ Expectations around their child’s return to school; ○ Plans for each of the different school opening scenarios. □ 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"> ○ Training about how to access and use the center’s chosen digital systems and tools; ○ Opportunities to build their digital literacy; and ○ Strategies to support their child’s learning at home.

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

Small Wonders follows all Instruction: Communication & Family Supports protocols above.

INSTRUCTION: Professional Learning

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PHASES 1 – 3

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- 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

- 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

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">□ Activate plans to monitor and assess the following:<ul style="list-style-type: none">○ Connectivity and Access:<ul style="list-style-type: none">▪ Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in remote learning.▪ Offer alternative modes of instruction for those families that do not have adequate connectivity and digital devices.○ Attendance:<ul style="list-style-type: none">▪ Develop systems to monitor and track students on a daily basis.○ Student Work:<ul style="list-style-type: none">▪ Teachers will stay connected to students and families on a weekly basis.	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><u>STRONGLY RECOMMENDED (PHASE 4) & RECOMMENDED (PHASE 5):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Make expectations clear to GSRP directors and staff around hybrid or remote instruction that include: <ul style="list-style-type: none"> o Best practices for blended or remote learning (for young children); o Standards aligned instructional materials; o Modes of student assessment and feedback; o Differentiated support for students; o The inclusion of social-emotional learning; and <input type="checkbox"/> Professional learning will be ongoing around the Macomb County Remote Learning Plan using technological and non- technological delivery methods. 	
	<ul style="list-style-type: none"> <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. <input type="checkbox"/> Remain connected with MDE about policies and guidance. 	

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"> <input type="checkbox"/> CBOS will audit necessary materials and supply chain for cleaning and disinfection supplies. <input type="checkbox"/> Continue to maintain centers in good working order to prepare for the subsequent return of students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide GSRP staff with guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces should be cleaned several times a day. <input type="checkbox"/> Alert center custodial and infection control staff of any changes in recommended cleaning guidelines 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. <input type="checkbox"/> Custodial staff should continue deep cleaning over the summer. <input type="checkbox"/> Audit center with a focus on: <ul style="list-style-type: none"> o How many classrooms are available; o The size of each classroom; o Additional spaces that are available (e.g., gym, lunchroom, auditorium, etc.); and o The ventilation in each classroom. <input type="checkbox"/> School security staff should follow CDC protocols if interacting with the general public. <input type="checkbox"/> Maintain facilities for in-person operations. <ul style="list-style-type: none"> o Check HVAC systems at each building to ensure that they are running efficiently. o Air filters should be changed regularly. 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. o Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication. o Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties. <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. <input type="checkbox"/> Procure level-1 surgical masks for cleaning and janitorial staff. 	
	<ul style="list-style-type: none"> <input type="checkbox"/> Custodial staff should wear surgical masks when performing cleaning duties. <input type="checkbox"/> Maintain facilities for resumption of operations. 	

OPERATIONS: Facilities
CBO GSRP IMPLEMENTATION STRATEGIES

Small Wonders follows all Operations protocols for Facilities above as well as Classroom toys/items will be limited, removed from the classroom and rotated for cleaning to limit exposure of germs. 3-step-cleaning methods (soap water, rinse water, bleach water) will be used on toys when children are done playing with them. Tables, chairs and diaper changing areas will be cleaned with the 3-step-method after they are used.

OPERATIONS: Budget, Food Service, Enrollment, and Staffing

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PHASES 1 – 3	PHASE 4	PHASE 5
<ul style="list-style-type: none"> <input type="checkbox"/> Based on instructional programming, provide instructional resources and materials to staff and students as feasible. <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. <input type="checkbox"/> Solidify food service processes, device distribution, delivery sites, and communication plans as necessary. 	<ul style="list-style-type: none"> <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). <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. <input type="checkbox"/> Support GSRP in conducting staff and student outreach to understand who is coming back. <ul style="list-style-type: none"> <input type="checkbox"/> For staff, this should include a breakdown of the staff – administrators, educators, support staff, etc. <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). <input type="checkbox"/> Communicate any student enrollment or attendance policy changes with GSRP staff and families. <input type="checkbox"/> Work with GSRP staff to orient new center staff to any operational changes. <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. <input type="checkbox"/> Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance. <input type="checkbox"/> Consult center legal counsel to preemptively address liability questions, related concerns, or issues relative to COVID-19. 	
	<ul style="list-style-type: none"> <input type="checkbox"/> Custodial staff should wear surgical masks when performing cleaning duties. <input type="checkbox"/> Maintain facilities for resumption of school operations. 	

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

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- 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

Small Wonders follows all Operations protocols above for technology. Small Wonders will talk to the parents during the interview process about the devices they have in their home for remote learning.

OPERATIONS: Transportation

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PHASES 1 – 3

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- 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:
 - o How have the buses been currently or historically used to transport GSRP children?
 - o What accommodations will need to be made to safely transport children?
 - o 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

Small Wonders does not provide transportation.

COMMUNITY BASED ORGANIZATION PREPAREDNESS PLAN WORKING 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:

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>N/A for Community Based Organizations</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>Students and families will be provided with materials to support their necessary mode of instruction, including hard copy media, digital media, and mixed media.</p>
<p>(4) Provide for the continuation of food distribution to eligible students.</p>	<p>GSRP families will be provided or directed to food distribution programs.</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>N/A for Community Based Organizations</p>

COMMUNITY BASED ORGANIZATION PREPAREDNESS PLAN WORKING 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:

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.
Section 2 Part (b): Continued	NOTES

<p>(D) All students in grades 6 and up when in classrooms.</p>	<p>N/A for Community Based Organizations</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>N/A for Community Based Organizations</p>
<p>(2) Prohibit indoor assemblies that bring together students from more than one classroom.</p>	<p>Center wide assemblies/activities will be prohibited during Phase 4.</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>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>

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:

	NOTES
<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
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CBO Name: Small Wonders Learning Center

Owner/Director/Contact: Shirley Corkins, Owner Hollie Gawrelak

Address: 29603 South Civic Center Blvd. Warren, MI 48093

Phone Number: 586-558-7444

Email Address: smallwonders2@sbcglobal.net

Transportation Provided: no

	SIGNATURE:	DATE
Center Owner:	<i>Shirley Corkins</i>	

MISD Superintendent Collection and Submission: By August 17, 2020

	SIGNATURE:	DATE
MISD Superintendent:		

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.