

COVID-19 Preparedness and Response Plan

Oakland Schools (OS)
Intermediate School District (ISD)

Early On

Great Start Collaborative-Oakland

*Great Start Readiness Program (GSRP)
Community-Based Organization (CBO) Sub-Recipients*

Submitted by OS ISD Early Childhood

(in accordance with Executive Order 2020-142)

August 17, 2020



OS GSRP CBO Sub-Recipient	OS GSRP CBO Code Number	OS GSRP CBO Administrative Address	OS GSRP CBO Web Address
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Name			
A School for the Mind and Body GSRP Program	990004826	3604 Clarkston Rd Clarkston, MI 48348	http://www.schoolforthemindandbody.com/index.php
For Kids Sake Childcare	63SPX0035	25700 W. Ten Mile Southfield, MI 48076	https://forkidssakemontessori.com/
Heartfelt Impressions Learning Center LLC	990004826	1796 S. Lapeer Rd Lake Orion, MI 48360	https://heartfeltimpressions.net/
ToddlerTime Early Childhood Center of Southfield Inc.	990000921	15705 W. Ten Mile Southfield, MI 48075	http://www.toddleruntimechildcare.org/
Wee Friends Inc	990005655	920 N. Williams Lake Waterford, MI 48327	https://www.weediscover.com/index.html
Dreamy Day Care	990001748	37373 Dequindre Rd Troy, MI 48083	http://dreamycc.com/home/
Oakland Family Services	630000088	114 Orchard Lake Rd Pontiac, MI 48341	https://www.oaklandfamilyservices.org/education
Oakland Livingston Human Service Agency	630000020	196 Cesar E. Chavez Pontiac, MI 48343	http://www.olhsa.org/
REE Midwest, Inc. DBA Rainbow Child Care Center	630000106	9125 Highland Rd White Lake, MI 48386	NOTE: Rainbow is no longer providing GSRP services as of July 1, 2020

Note:

The first and last page of this template was revised to reflect one COVID-19 Preparedness and Response Plan for the OS ISD GSRP CBO Sub-Recipients, GSC-O, and Early On.

Preparedness Plan Introduction

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 in the fall. Under the order, school districts must adopt a COVID-19 Preparedness and Response Plan laying

out how they will cope with the disease 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 Lansing may not work in Sault Sainte Marie.

Districts will retain the flexibility to tailor their instruction to their particular needs and to the disease conditions present in their regions." (EO-2020-142)

Each district (public, public school academy (PSA), nonpublic, and intermediate school district (ISD) that educates pre-K-12 students) shall submit a single completed Assurance Document and Preparedness Plan to its Board in time for approval by August 15 or seven days before the first day of school, whichever comes first. This template, when completed, serves as a single Assurance Document and Preparedness Plan.

The Preparedness Plan will be collected by the Intermediate School District for public school districts, the authorizing body for public school academies, or the chief/designated school administrator for nonpublic schools for transmission to the State Superintendent of Public Instruction and State Treasurer by August 17, 2020. Additionally, this Preparedness Plan must be posted on the district's/PSA's, or nonpublic school's public website home page no later than August 17, 2020. A single application should be filed by the district rather than multiple applications for individual schools within a district.

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.

Preparedness Plan

Every district must develop and adopt a COVID-19 Preparedness and Response Plan (“Preparedness Plan”) that is informed by [Michigan’s 2020-21 Return to School Roadmap](#) (“Return to School Roadmap”) from the COVID-19 Task Force on Education and Return to School Advisory Council.

In accordance with Executive Order 2020-142 a plan must include all the following parts:

- A. 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*.
 - 1. Describe how the district will 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. This is also in the Continuity of Learning and COVID-19 Response Plan submitted in April. You may want to update and link to this plan in your response below.

OS GSRP CBO Sub-Recipients will implement if in Phases 1, 2, or 3:

→ ALL SAFETY PROTOCOLS - REQUIRED

Decide:

- School buildings may continue to be used by licensed child care providers, if providers follow all emergency protocols identified by the state.
- School employees and contractors are permitted to be physically present in school buildings for the purposes of conducting basic school operations, including remote live instruction, as determined by school administrators.
- Methods to quickly enact food distribution programs, e.g., accessible community, school, and/or neighborhood locations from which parents/families can pick up food on a regular schedule; delivery of food to families without transportation or that cannot access food distribution locations

→ MENTAL & SOCIAL EMOTIONAL HEALTH PRACTICES

- Partner closely with OS Early Childhood to:
 - Designate a mental health liaison from the center or program who will support the development/implementation of practices, working across the center/program, local public health agencies, and community partners.
- Customize and proactively implement prioritized Strongly

Recommended practices for the center or program’s children, families, and staff with a focus on well-being and strengthening protective factors.

→ **INSTRUCTION PRACTICES**

- ❑ Implement OS EC Guidance for Continuity of Child Development and Learning Plans for GSRP.
- ❑ Implement and build onto the center or program’s Continuity of Child Development and Learning Plan. See #1 in CBO Plans. These describe alternative modes of instruction, materials needed by children/families to access and actively engage in the alternative modes of instruction, and child/family/staff technology needs.
- ❑ Ensure child and family access to equitable opportunities via
 - ❑ technological means (internet connectivity, hardware/devices, flash drives, videos, recordings, etc.); *and/or*
 - ❑ non-technological or low-tech means (e.g., delivery of school supplies, manipulatives, books, learning materials; audio or “Facetime” phone calls; mailed letters and cards with self-addressed stamped envelopes for reciprocal communication); *and*
 - ❑ synchronous and asynchronous (real-time and anytime) lessons
- ❑ Implement MDE EC Guidance requirements, including:

Programs must prepare for a purposeful, inclusive remote instruction experience for GSRP. Expectations for remote learning in GSRP emphasize the continuation of child-centered, developmentally appropriate experiences that incorporate learning objectives across all domains of development. Further, it is essential that remote learning be designed with family needs, connectivity/device limitations, and children’s social-emotional needs at the forefront.

Every program’s remote learning plan must:

- Focus on relationships first;
- Include the full teaching team in planning and delivery as well as participating in large group and small group virtual meetings and in one-on-one communication with families. Lead and Associate Teachers may coordinate to facilitate each conducting virtual interactions with a small group of children and may establish regular communication with an assigned group of families;
- Provide for learning activities or events:
 - at least 4 times weekly during fully remote learning times; and

- the number of days needs to equal 4 days weekly in combination with in-person instruction within a hybrid programming plan;
- Include at least one weekly contact (phone call/email/text/virtual meeting) with every family on remote learning days;
- Establish “office hours” or specific times a family can contact a member of the teaching team;
- Utilize curriculum resources and goals to ensure the skills, knowledge, and concepts for all domains of learning continue to be supported;
- Ensure that the individual, family, and cultural needs are identified and addressed;
- Ensure continued assessment of children’s development to the fullest extent possible (through parent reports, pictures/videos shared by families of children’s work or activities, observations/notes from virtual meetings or conversations with children, etc.);
- Promote intentional use of ongoing assessment data to identify learning goals and plan for group lessons and individual learning suggestions to families;
- Strive to include activities, outreach, or connections that replicate the child’s experience at school. Consider implementing a condensed version of customary daily routines like large group time, music and movement, or small group time, with a suggestion each child create a plan for something they will do before the next connection with them;
- Help families create predictable routines for learning and play in whatever way works best for them;
- Provide simple, clear directions for activities, remember that less is more. Families will have greater success facilitating activities that are easily implemented;
- Ensure that activities for children include guidance for families in how to follow their child’s lead and ask open-ended questions that encourage critical thinking (e.g. “How did you know that?” “Tell me about your drawing.” “How could you figure out...”);
- Encourage families to read with their child every day or as often as possible; and
- Beginning in spring 2021, include information, activities, and/or resources for children and families to facilitate the transition to kindergarten.

B. 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. Those policies and procedures must, at a minimum, include:

1. **Face coverings** ([p. 22](#))

- a. Please describe how the district will implement **requirements** for facial coverings that at a minimum require the wearing of face coverings, except during meals and unless face coverings cannot be medically tolerated, for:
- i) All staff and all students in grades preK-12 when on a school bus.
 - ii) All staff and all students in grades preK-12 when in indoor hallways and common areas.
 - iii) All staff when in classrooms.
 - iv) All students in grades 6 and up when in classrooms.
 - v) All students in grades kindergarten through grade 5 unless students remain with their classes throughout the school day and do not come into close contact with students in another class.
 - vi) Staff will NEVER physically force a child to put a mask on. Staff will not punish, shame and use ANY negative interactions to a child wear a mask. If they begin to experience labored breathing, staff will help them remove their mask immediately. Staff will encourage, practice and model for children how to properly wear masks. We will continue to teach children health and safety practices in fun and age appropriate ways.

OS GSRP CBO Sub-Recipients will:

- Implement the [LARA Guidelines for Safe Child Care Operations during COVID-19](#) and the center or program's licensing-required Child Care Preparedness and Response Plan.
 - OS GSRP CBOs will update the respective Child Care Preparedness and Response Plan by 8.26.20, if needed, to align with the 8.12.20 updated LARA Guidelines.
 - Provide OS Early Childhood with a copy of the center/program Child Care Preparedness and Response Plan when requested.
- Implement the **Mental and Social Emotional Health practices** and **Instruction practices** delineated for Phases 1-3 requirements in this OS GSRP CBO Preparedness and Response Plan.

→ SAFETY PROTOCOLS

Note:

Below is a summary of all **Safety** practices that OS GSRP CBO Sub-Recipients will follow during Phase IV if/when instruction is in person. Further descriptive details and points of emphasis are *starred* in some of the subsequent numbered items of this OS GSRP CBO Preparedness and Response Plan.

- Implement ALL of the Required and Strongly Recommended **PPE and**

Hygiene practices.

- For children whose parent or legal guardian states that the child is medically unable to wear a mask, follow the standard procedure for any health need: Require a note from the health provider stating the need and reason for a medical exemption. These children will be required to wear a face shield during the time frames listed above.
- Proactively inform the building administrator in instances of uncertainty about any individuals not wearing face coverings for timely follow-up.
- Implement ALL of the Strongly Recommended **Spacing, Movement, and Access practices** (except the two practices about student desks as this furniture is not in GSRP environments).
- Implement the Recommended **Spacing, Movement, and Access practices** that apply to early childhood centers/programs:
 - 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.
 - As able and appropriate, schools should try to cohort groups of students to isolated hallways or areas that can be monitored.
 - Efforts should be made to keep six feet of distance between people in the hallways. Staggered movements at incremental intervals should be used if feasible to minimize the number of persons in the hallways as able.
 - Flow of foot traffic should be directed in only one direction, if possible. If one-way flow is not possible, hallways should be divided with either side following the same direction. Entrances and exits should be kept separate to keep traffic moving in a single direction.
- Implement ALL of the Required and Strongly Recommended practices for **Screening Staff and Students**.
- Implement ALL of the Required and Strongly Recommended practices for **Testing Protocols for Students and Staff and Responding to Positive Cases**.
- Implement ALL of the Required and Strongly Recommended practices for **Responding to Positive Tests Among Staff and Students**.
- Implement ALL of the Required and Strongly Recommended practices for

Food Service, Gathering, and Extracurricular Activities that apply to early childhood environments, e.g., children eat only in classrooms already and not cafeterias.

- Implement ALL Required **Cleaning practices**.

2. Hygiene

Please describe how you will implement the **requirements** for hygiene protocols from the [Return to School Roadmap \(p. 22-23\)](#).

OS GSRP CBO Sub-Recipients:

- ★ Provide adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer (60% alcohol or more) for safe use by children and staff, paper towels, and post proper hand washing signs.
- ★ Frequently check and refill soaps and hand sanitizers.
- ★ Maintain a supply of disposable masks and face shields (child and adult) for use as necessary. Shields are not a replacement or substitute for masks.
- ★ Staff will wear/utilize contactless thermometer for drop off screening.
- ★ Staff and children will wash hands upon arrival to the center/program.
- ★ Staff and children will frequently wash their hands with soap and water for at least 20 seconds. Hand washing should be done with soap and water as much as possible but, if unavailable, use an alcohol-based hand rub with at least 60% alcohol.
- ★ Schedule hand washing every 2-3 hours and continue to wash hands when soiled or potentially contaminated.
- ★ Avoid touching one's eyes, nose, or mouth with unwashed hands.
- ★ Model and teach the children appropriate respiratory etiquette, which includes covering for coughs/sneezes into one's elbow.
- ★ Staff and children (with frequent reminders and support) will cover coughs/sneezes with a tissue or sleeve and wash hands immediately after.
- ★ Avoid close contact with anyone who is sick.
- ★ Toys and classroom materials are to be cleaned and disinfected on a daily rotation or if used that day.
- ★ Three step wash, rinse, sanitize procedure will continue to be used.
- ★ Staff will wear gloves while performing cleaning duties.
- ★ Limit the amount of materials in the classroom at one time for easier

disinfecting.

- ★ Remove cloth and soft items from the classroom for the time being.
- ★ Door handles and common touch surfaces are to be disinfected frequently and at least daily.
- ★ Keep children's personal items in personal cubbies or containers.
- ★ Limit unnecessary personal items brought from home.
- ★ Maintain appropriate social distance of six feet to the greatest extent possible, implementing strategies to support physical distancing throughout the day.
- ★ Limit group size if possible and keep the class as a cohort that does not interact with other classes or groups. Design the physical environment of the classroom with tables and interest areas spaced widely. Enlarge the whole group and interest areas as possible to allow for greater physical distancing. Remove some of the furniture and materials for a more spacious classroom that still functions well, i.e. with "just enough" furniture and materials. Redesign to space apart, as possible, areas of the classroom that tend to become congested or are high traffic, e.g., cubbies, coat area, etc.

3. Cleaning

Please describe how you will implement the cleaning **requirements** for cleaning protocols from the [Return to School Roadmap \(p. 27\)](#).

OS GSRP CBO Sub-Recipients will:

- Implement ALL of the Required **Cleaning** practices, including these emphases:

Oakland Schools GSRP CBO Sub-recipients are committed to protecting the health of all children, families, staff, and community members they serve. The following practices were designed in response to guidance from the Michigan Departments of Licensing and Regulatory Affairs (LARA) and Health and Human Services and MI Safe Start Return to School Roadmap, in accordance with best practices from the Centers for Disease Control and Prevention, and with everyone's well-being in mind. To limit the potential spread of COVID-19, OS GSRP CBO Sub-recipients will be making some temporary changes to programming that include robust cleaning and disinfecting procedures and minimizing opportunities for person-to-person exposure (e.g., an infected person spreading respiratory droplets through actions such as coughing, sneezing, or talking). The following plan outlines the expected practices and strategies that OS GSRP CBO Sub-Recipients will use to protect the health of children, staff, and families while at the same time ensuring that children are experiencing developmentally appropriate and responsive interactions and environments.

Engage in the following cleaning and disinfecting practices in accordance with CDC recommendations:

- ★ Implement a daily cleaning/disinfecting routine of high-touch surfaces (e.g., sinks, toilets, light switches, door knobs, counter, and tabletops, chairs).
- ★ Ensure regular cleaning of electronics (e.g., keyboards, parent/staff check-in kiosks) according to manufacturer's instructions.
- ★ Do regular routine cleaning of outdoor spaces and equipment, with special attention to high-touch plastic/metal surfaces (e.g., grab bars, railings).
- ★ Use a posted schedule for daily and routine cleaning and disinfecting tasks.
- ★ Provide and require staff to wear disposable gloves to perform cleaning, disinfecting, laundry, and trash pick-up, followed by hand washing.

- ★ Clean dirty surfaces using detergent or soap and water prior to disinfection.
- ★ Use CDC-recommended disinfectants such as EPA-registered household disinfectants, diluted bleach solution, and/or alcohol solutions with at least 70% alcohol following product use guidelines.
- ★ Keep cleaning products secure and out of reach of children at all times, avoiding use near children, and ensuring proper ventilation during use to prevent inhalation of fumes.

Follow best practices to clean and disinfect toys:

- ★ Clean toys frequently, especially items that have been in a child's mouth.
- ★ Use a posted schedule for daily and routine cleaning and disinfecting tasks.
- ★ Remove toys that need to be cleaned (e.g., out of children's reach in a dish pan with soapy water or separate container marked for "soiled toys").
- ★ Clean toys with soapy water, rinse them, sanitize them with an EPA-registered disinfectant, rinse again, and air-dry.

4. Athletics

Please describe how you will implement the **requirements** for athletics protocols from the [Return to School Roadmap \(p. 27\)](#).

Not Applicable to OS GSRP CBO Sub-Recipients

5. Screening

Please describe how you will implement the **requirements** for screening protocols from the [Return to School Roadmap \(p. 24\)](#).

OS GSRP CBO Sub-Recipients will engage in the following screening procedures:

- ★ Upon arrival to the center or program building, staff and families are required to report if they or anyone in their household:
 - I. Have received positive COVID-19 results;
 - II. Been in close contact with someone who has COVID-19; and/or have experienced symptoms such as persistent cough, fever, difficulty breathing, chills, headache, fatigue, change in smell or taste, diarrhea, and/or vomiting;
 - III. Traveled outside of the state.
- ★ The procedures to screen staff for symptoms and exposure include:
 - I. All staff are required to have their temperature checked upon arrival and submit a daily health screening attestation.
- ★ The procedures to screen children/families for symptoms and exposure include:
 - I. Teaching or other designated staff is responsible for greeting the families from the respective classroom in a designated outdoor check-in space to go through all daily health screening and check-in procedures with families. An alternative indoor location will be designated in the event of inclement weather. This information will be collected verbally and documented on an electronic health attestation. The attestation will be stored in the individual child electronic file to maintain privacy.
 - II. If families or staff are absent (or otherwise off site) but experience exposure or symptoms, they should contact the designated center or program contact.
 - III. Daily temperature checks: As fever is the key indicator of COVID-19 in children, we will check and document each child's temperature upon daily arrival to the center or program. Staff will recheck children's temperatures throughout the day, if they appear ill or "not themselves" (e.g., flushed cheeks, rapid or difficulty breathing without recent physical activity, fatigue, or extreme fussiness).

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

- ★ If a child develops symptoms during care hours, parents will be contacted for prompt pick up. The child will be isolated to a designated quarantine area, away from other children and as many staff as possible. The child will not be left alone but will wait with a designated staff member. Staff and children in quarantined space will be provided with a surgical mask.

- ★ If a staff member develops symptoms during care hours, they will be sent home immediately.

- ★ Children and staff must be fever/symptom free for 24 hours without the aid of medications in order to return to the center.

- ★ All sub-recipients will communicate and cooperate with all licensing and health departments guidelines and protocols in the event of exposure.

6. Testing

Please describe how you will implement the **requirements** for testing protocols from the [Return to School Roadmap \(p. 25\)](#).

OS GSRP CBO Sub-Recipients will:

- ★ Implement the center or program’s licensing-required Child Care Preparedness and Response Plan testing practices for children and adults.
- ★ Implement a comprehensive COVID-19 Workplace Health Screening that may necessitate testing protocols, e.g.:

Each employee will be asked if they have or are experiencing any of the following symptoms within the past 24 hours:

1. Fever (subjective)
2. Chills
3. Headache
4. New or worsening cough
5. Shortness of breath
6. Sore throat
7. Loss of smell or taste
8. Runny nose or congestion
9. Muscle aches/pains
10. Abdominal pain
11. Fatigue
12. Nausea
13. Vomiting
14. Diarrhea
15. A current temperature will then be obtained.

If the employee answered “YES” to any of the above listed symptoms, or temperature is 100.4F or higher: The individual is not to enter the workplace and is to contact the designated supervisor via phone, text, or email (if not an automated report) and inform the supervisor that the response(s) to the daily health screening indicate that the individual needs to contact a Primary Care Provider or local COVID-19 testing location.

The employee will also be asked by staff conducting the daily health screening if in the past 14 days the individual:

- Had close contact with someone diagnosed with COVID-19?
- Traveled via airplane, train, or automobile internationally or domestically and have symptoms?

If the employee answered “YES to either of these questions: The individual is not to enter the workplace and is to contact the designated supervisor via phone, text, or email (if not an automated report) and inform the supervisor that the response(s) to the daily health screening indicate that the individual needs to contact a Primary Care Provider or local COVID-19 testing location. The supervisor or designee will inform the employee of the current requirement or recommendation from health authorities (e.g., from the State of MI, CDC/MDHHS, OCHD) regarding self-quarantining and the respective number of days.

What to do if an employee(s) comes to work ill or becomes ill while at work:

- If an employee comes to work ill, or becomes ill while at work, the individual should be directed to go home *immediately* even when their symptoms are mild. *Advise them to contact their Primary Care Provider or local COVID-19 testing location.* The employee cannot return to work without a doctor’s written clearance or in accordance with CDC/MDHHS/OCHD guidelines.
- COVID-19 symptoms are very similar to the symptoms seen in what is known as the “typical cold or flu.” It is best practice to send these employees home and advise them to contact their Primary Care Providers.
- The ill employee cannot return to work for 14 days, without a negative COVID-19 test or a doctor’s written clearance. If a teacher who became ill was in a classroom, any staff or students that came in contact with the room, while the teacher was there, will be required to quarantine for 14 days and the classroom will be closed.
- If an employee/volunteer/ancillary staff (such as speech therapist) is sent home from the workplace because they are ill and/or exhibit any of the symptoms listed on the Workplace Health Screening, the supervisor must:
 1. Send home any staff that worked in close contact with the employee exhibiting symptoms, e.g., within 6 feet for 15 or more minutes.
 2. Notify facilities staff of the area possibly contaminated for thorough cleaning according to CDC guidelines.
 3. Move staff to another work area if able, until cleaning is completed.
 4. If the supervisor receives a positive result notification from the employee: Ask the employee who they had exposure to while at work and 48 hours prior to exhibiting symptoms. (This needs to include those that commute together.)

5. Based on the information provided from #4, the supervisor informs any other employee(s) regarding workplace exposure.

At work infection control protocol:

Employees reporting to work must practice good hygiene and infection control practices, including:

1. Completion of Daily Workplace Health Screening and temperature.
2. Frequent and thorough hand washing for at least 20 seconds with soap and water.
3. If soap and water are not readily available, use an alcohol-based hand sanitizer that contains at least 60% alcohol to clean your hands. Upon availability then wash hands with soap and water for at least 20 seconds.
4. Avoid touching one's face.
5. Wear a face mask.
6. Adhere to six foot social distancing and limit the number of people gathering in common areas such as an elevator, restroom, breakrooms, and hallways.
7. Cover your mouth and nose with a tissue when you cough or sneeze.
 - a. Throw used tissue in the trash immediately.
 - b. Wash hands for at least 20 seconds with soap and water.
 - c. If soap and water are not readily available, use an alcohol-based hand sanitizer that contains at least 60% alcohol to clean one's hands. Upon availability thereafter, wash hands with soap and water for at least 20 seconds.
8. If no tissue, cough or sneeze into the elbow, not hands.
9. Do not use another worker's phone, desk, or office equipment.
10. Routinely clean and disinfect one's work surface, equipment, and space.
11. Appropriate/approved cleaning supplies will be available to all staff.
12. Practice personal responsibility both at work and at home so all will be safe.

Return to work protocol:

1. An affirmative response to screening question 1 related to fever

- a. At least 24 hours with no fever (without use of medicine that reduces fevers) AND other symptoms have improved (for example, cough and shortness of breath have improved) AND at least 10 days have passed since symptoms first appeared.
2. An affirmative response to screening question: Exposure to an individual diagnosed with COVID-19.
 - a. 14 days after the last exposure to the person with COVID-19, per the Centers for Disease Control and Prevention (CDC)
3. An affirmative response to the traveling question: Internationally and or domestic travel and having symptoms.
 - a. 14 days following travel unless that travel was due to commuting from a home location outside of Michigan

7. Busing and Student Transportation

Please describe how you will implement the **requirements** for busing and student transportation protocols from the [Return to School Roadmap \(p. 28\)](#).

OS GSRP CBO Sub-Recipients that offer busing/transportation will implement the following practices:

- All bus drivers, staff, and students in grades preK-12, if medically feasible, must wear facial coverings while on the bus.
- All buses will be cleaned and disinfected before and after every transit route, including 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). Children must not be present when a vehicle is being cleaned.
- Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Weather permitting, consider keeping windows open while the vehicle is in motion to help red
- If children become sick during the day, they must be picked up by a parent/guardian and will not be transported by the school/center.
- If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.

- 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.

OS GSRP CBO Sub-Recipients will:

- **Continue to implement ALL of the Required and Strongly Recommended practices previously delineated for Phase 4 in this Preparedness and Response Plan and work with Oakland Schools Early Childhood before discontinuing any of these practices which in Phase 5 are Strongly Recommended and Recommended.**

1. Indicate which highly recommended protocols from the *Return to School Roadmap* the district **will include** in its Preparedness Plan when the region in which the district is located is in **Phase 5** of the *Michigan Safe Start Plan*.

OS GSRP CBO Sub-Recipients will include all of the highly recommended protocols in Phase 5, except those that explicitly would not apply to GSRP preschool, i.e. practices for placement of desks and provision of athletics.

2. Indicate which highly recommended protocols from the *Return to School Roadmap* the district **will not** include in its Preparedness Plan when the region in which the district is located is in **Phase 5** of the *Michigan Safe Start Plan*.

OS GSRP CBO Sub-Recipients will include all of the highly recommended protocols in Phase 5, except those that explicitly would not apply to GSRP preschool, i.e. practices for placement of desks and provision of athletics.

- D. After considering all the protocols that are highly recommended in the *Return to School Roadmap*, please indicate if a school plans to exclude protocols that are highly recommended for any of the categories above in **Phase 4**.

OS GSRP CBO Sub-Recipients do not plan to exclude protocols that are highly recommended for any of the categories above in Phase 4.

COVID-19 Preparedness and Response Plan

Early On

**Oakland Schools (OS)
Intermediate School District (ISD)**

[insert early on chart when this document is converted back to Word]

COVID-19 Preparedness and Response Plan

Great Start Collaborative-Oakland

**Oakland Schools (OS)
Intermediate School District (ISD)**

[insert GSC-O chart when this document is converted back to Word]

Final Steps for Submission

Each district shall submit a single completed Assurance Document and Preparedness Plan to its Board of Education (in the case of a PSA, the Academy Board of Directors; in the case of a nonpublic school, the chief or designated school administrator) in time for approval by August 15 or seven days before the first day of school, whichever comes first.

Date of Approval by the District Board of Education, PSA Board of Directors, or nonpublic school chief/designated school administrator:

OS GSRP CBO COVID-19 Preparedness and Response Plan approved by OS Director of Early Childhood, August 15, 2020

Link to the Board Meeting Minutes or Signature of Board President, or signature of nonpublic school chief/designated school administrator:

Kellye R. Wood, ED. S., Director of Early Childhood

Link to the approved Plan posted on the District/PSA/nonpublic school website:

The Preparedness Plan will be collected by the Intermediate School District for public school districts, the authorizing body for public school academies, or the chief/designated school administrator for nonpublic schools for transmission to the State Superintendent of Public Instruction and State Treasurer by August 17, 2020. Additionally, this Preparedness Plan must be posted on the district's/PSA's, or nonpublic school's public website home page no later than August 17, 2020.

OS GSRP CBO Sub-Recipient	Link to Plan on Website
<i>A School for the Mind and Body GSRP Program</i>	<i>http://www.schoolforthemindandbody.com/index.php</i>
<i>For Kids Sake Childcare</i>	<i>https://forkidssakemontessori.com/</i>
<i>Heartfelt Impressions Learning Center LLC</i>	<i>https://heartfeltimpressions.net/</i>
<i>Toddler Time Early Childhood Center of Southfield, Inc.</i>	<i>http://www.toddertimechildcare.org/</i>
<i>Wee Friends Inc</i>	<i>https://www.weediscover.com/index.html</i>
<i>Dreamy Day Care</i>	<i>http://dreamycc.com/home/</i>
<i>Oakland Family Services</i>	<i>https://www.oaklandfamilyservices.org/education</i>
<i>Oakland Livingston Human Service Agency</i>	<i>http://www.olhsa.org/</i>
<i>Ree Midwest, Inc DBA Rainbow Child Care Center</i>	<i>NOTE: Rainbow is no longer providing GSRP services as of July 1, 2020</i>

Name of District/PSA/Nonpublic Leader Submitting Plan:

Kellye R. Wood, Ed. S., Director of Early Childhood

Date Received by the ISD/Authorizing Body/Chief or designated School Administrator:

August 15, 2020

Date Submitted to State Superintendent and State Treasurer:

August 17, 2020