

2022-2023

Health and Safety COVID-19 Guidelines

Updated 07/01/2022

During the COVID-19 Pandemic we will follow the guidelines set forth in this document in conjunction with our HSCDP Procedures Manual. These guidelines are subject to change as needed and in accordance with additional requirements and/or guidance from the County and/or State.

Preventative Strategies

Masking Requirements for Centers

In accordance with the Head Start Performance Standard 1302.47 (vi A-D), CDC Community Levels Recommendations and Mask Wearing notification from the Office of Head Start published 2/2/22 and with the NCO COVID-19 Vaccination, Masking and Testing Policy approved by the Governing Board on 4/27/22.

- All staff/volunteers/visitors/children 2-years and older are required to mask regardless of vaccination status at centers, during home visits and socializations, indoors and outdoors, when children are present.
- Masks must fully cover nose, mouth and chin. Masks with vents or exhalation valves are not allowed.

The following must be adhered to:

- Enrolled children 2-5 years old are required to mask at all times, this includes upon drop off and pick up with the exception of meal and rest times.
- The American Academy of Pediatrics recommends the following when teaching children how and when to mask:
 - Children should be encouraged to keep their masks on but should not be reprimanded or punished.
 - Staff should partner with parents to teach children how to wear their masks.
 - Because children younger than the age of 2 do not wear masks, it may be helpful to reinforce lessons for covering coughs and sneezes. Remind children to “catch their coughs and sneezes in their elbows.” Be prepared to answer children’s questions in a calm, reassuring, developmentally appropriate way.
 - Staff can use visual supports such as pictures, create social stories during class time, and use books. There are several games and early learning supports to build this habit.
- Sites will be provided with disposable masks for all enrolled children.
- Please contact with the EDM Manager, CDSs and Education Specialists for suggestions and ideas, as needed.

Exemptions from masking

- Parents may request an exemption for their child from the masking requirement for health, disability, or mental health reasons.
 - For health exemptions, a doctor's note is required and must be submitted to the Health Services Manager.
 - HSM will update the Special Health and Nutrition Conditions Form and send an updated copy to the site.
 - For disability or mental health reasons:
 - With the parent, complete a Conference Form detailing reason for request, have parent sign and send to EDMM.
 - EDMM will initiate observation by appropriate consultant or service provider for review and approval.
 - EDMM will notify staff if the request has been approved or denied. Parents will be notified of approval or denial. If approved, parents will be informed that in the case of an exposure their child will need to quarantine for the full 10 days and will be offered virtual services during that time.
 - If approved, EDMM will notify HSM to have the Special Health and Nutrition Conditions Form updated and sent to the site.
- Staff needing an exemption must contact the NCO HR Department directly.

Sign-in for Visitors

- All visitors to the center must sign-in on the Visitor Log. At the centers this continues to include parents, staff, consultants, and specialists providing services from other agencies. This also includes individuals who are performing work inside our facilities, including but not limited to plumbing, electrical, phone and internet, heating, and cooling. This is a requirement as per the agency protocols effective 07/01/21 to conduct contract tracing, if needed.
- **Volunteers must follow the Volunteer Vaccination Procedure** found in the Family and Community Partnership section of the Procedures Manual.

Health Checks for Staff

- Staff are required to have daily home health checks, and the results of each staff member's health check will be documented daily using the Employee Wellness Self-Assessment and Daily Sign-In.
- If staff members are unable to pass the Employee Wellness Self-Assessment, they must contact their supervisor and if needed, follow the NCO COVID-19 Health Safety Guidance located in the Appendix.

Classroom Cohorts/Stable Groups

- Prevent interactions between cohorts, including interactions between staff assigned to different cohorts, whenever possible.
- Enrollment will do their best to assign children who live together or carpool together to the same cohort, when possible.

- Supervising adults should be assigned to one cohort and must work solely with that cohort, unless serving children five years of age and younger in which case an adult may be assigned to no more than 2 cohorts. Avoid changing staff assignments to the extent practicable.
- EHS Floaters should also be assigned to no more than 2 classrooms.

Drinking Fountains

- Sites can decide to keep indoor and outdoor drinking fountains covered and turned off or to sanitize daily before and after outdoor time.
- If sites, choose to keep drinking fountains turned off they are to be replaced by water jugs and small disposable cups to ensure that water is always available to children both inside and outside.
- If the site shares a playground with a MCOE State Preschool site, please inform the site supervisor of collocated program of the status of the outdoor drinking fountain.

Site COVID-19 Cleaning

If a COVID-19 outbreak, as defined by the County Public Health Department occurs:

1. Close off areas used by the individuals who tested positive.
2. Open outside doors and windows to increase air circulation in the areas.
3. SS will contact the Facilities Manager to arrange for COVID sanitation/cleaning service after site closure. (It is recommended to wait 24 hours or longer before cleaning or disinfecting to allow respiratory droplets to settle.)

Adjustments to the Nutrition Section of the Procedures Manual

Disinfection – Tables

Follow procedures detailed in the HSCDP Procedures Manual with the addition of the following:

- All cleaning/sanitizing cloths should be put in the laundry **after each use**.

Food Preparation

- Cooks must wear gloves when preparing and serving food.

Meal Service

- Keep table groupings as small as possible with 1 adult per table for the entire length of mealtime. Children are not to be segregated i.e., by language or gender at the meal table.
- The Cook will bring out the food in serving bowls and/or platters (for each table) on the kitchen cart once all the children and teacher are seated.
- The teacher at each table will serve each child the required portion of each component. The teacher should be gloved while handling the food.
- The teacher will supervise the children to ensure they are eating from their own plates.
- The same teacher will continue to serve the children any additional helpings of food, should a child ask for another serving of food.

Adjustments to the Child Development and Education Section of the Procedures Manual

Distance Learning Services

- When a classroom is closed due to COVID-19 for more than 3 days, distance learning services must be provided. Please see Distance Learning Services Plan in the Appendix.

Home Visit/Conferences

- Home Visits/Conferences will be completed as required by the HSPPS for Center Base and Home Base services.
 - Health protocols to follow during all in-person Home Visit or Conference:
 - Call ahead to complete the COVID Screening Questionnaire
 - Perform health check (including taking temperatures) for all participants at the home visit/conference.
 - All participants two years of age and older at the home visit/conference must wear a mask.
 - Stay 6 feet apart whenever possible.

Adjustments to the Family and Community Partnerships Section of the Procedures Manual

Please follow all Family and Community Partnerships procedures listed in the Procedures Manual and follow the home visits guidelines for **Home Visits/Conferences** detailed above.

Appendix

Distance Learning Services Plan

Revised 02/2022

This plan is to ensure families are receiving services that lead to positive family and child outcomes, and kindergarten readiness while distance learning.

Individual Children or Site Quarantine:

Site Supervisor will designate staff member(s) who will deliver materials to families.

Education, Disability, Mental Health Services

- Whole classroom quarantine:
 - A premade packet will be given or delivered to the family.
 - Home Activities for emergency shut down packet, also available on website.
- Individual children that become quarantined (but do not require whole class to quarantine):
 - Classroom Home Activity form created weekly/biweekly by the teacher. Given or delivered to the family by designated staff.
 - Additional contact by the teacher can be documented on the Remote Learning Conference Form (#E417). This form will be shared by the teacher and FSS to document contacts.
 - It is highly recommended to send the child a little “hello” from their classmates or from teachers/site staff to help them feel connected to the classroom, if possible.
- Encourage families to use ABC Mouse if appropriate.
- Staff who are working are encouraged to do more, if appropriate.
- Designated staff will send Remote Learning Conference Form (E417) to the FSC for monitoring and record keeping purposes weekly.

Family and Health Services

- Family Services Staff will continue to follow the COVID-19 guidelines to provide support services to our families.
- Family Services Staff will have at least one check-in, virtual meeting or over the phone, and document contact on the current Remote Learning Conference Form (E417) being used by the teacher. Based on the needs of each family more than one meeting might be necessary. During this meeting referral information and resources available in the community will be provided to families.
- Family Services staff will continue to follow up on health requirements based on monthly health reports.
- Site staff will support families with health and safety education based on site and individual needs with guidance from health services.

Classroom Expectations for Shelter in Place Order:

Site Supervisor will designate staff member(s) who will delivery materials to families.

Education, Disability, Mental Health Services

Teaching staff collaboration is highly encouraged during classroom shelter in place events.

Teaching staff must continue to complete the lesson plan and work with the parents, using materials in the home or delivered to parents weekly. Teachers should discuss and work with parents to determine what their technology capabilities and needs are. Teachers may need to provide referrals and/or assist with device attainment, when available.

- Teachers will provide remote learning packets for a two-week period:
 - Teacher will create and include a cover letter with suggested schedule for parents to follow that mimics the usual school schedule.
 - Home Activities for emergency shut down provided by central office. Teachers can choose to create their own Home Activities for emergency shut down if preferred.
- Teachers will provide a 10 to 30 minute virtual social weekly:
 - Co-Facilitated by all classroom teachers
 - Time should be convenient to parents, but not after 5:00pm
 - Attendance should be tracked
 - Suggested content: Kindermusik, story, activity, and/or presentation, parent Q & A
- Teachers will offer engagement content once per workday.
 - Examples include:
 - A pre-recorded engagement sent through Learning Genie, such as videos, book readings or parent education topics.
 - A video of teachers reading or doing an activity.
 - Additional group socials, where activities can be conducted.
 - Utilize DRDP and lesson plan to determine appropriate engagement activities.
- Staff designee will exchange materials/handouts every other week following all social distancing rules.
- Teachers will work with parents to collect data for the DRDP.
 - We recommend including a prompt with any engagement activities sent out for the parents to respond back to teacher to show what was done (for example: what was your favorite character in the book, draw a picture of ..., or send back a video of you dancing to the music video).
- Teachers will provide conferences to share information and plan goals based on the DRDP.
- Whenever possible, teachers will plan individualization for children with Disabilities or Mental Health concerns/diagnosis.
 - Connect with specialist, provide extra/individualized activities that address and work with Disability Specialist or MHC recommendations.
- Teachers will use Remind app/ABC Mouse/Google Classrooms (when available)

Family and Health Services

- Family Services Staff will continue to follow the COVID-19 guidelines to provide support services to our families.
- If the site is close to in-person services, Family Services Staff will be allowed to take iPads home to communicate with families using Learning Genie or any other available program.
- Family Services Staff will offer families at least one weekly check-in virtual meeting or over the phone. Based on the needs of each family more than one meeting might be necessary. During this meeting, referral information and resources available in the community will be provided to families.

***Note: If there is a site that is unable to provide these services, the site CDS will inform SMT to support the site in getting the materials out for families and conducting the weekly contact to families.



Remote Learning Conference Form

CHILD'S FULL NAME					DATE OF BIRTH			DATE	
SITE		CLASSROOM		STAFF				Call Time:	

Weekly check in with families to provide services, check in on need for referrals and to support the continued school readiness of children.

1. Check in: How are you and your family in general?

2. Does your family need any Health, Nutrition, Family Services, Mental Health services or information?

3. Home Activities: Did your children enjoy activities on the Home Activities form? Do you have any questions about the Home Activities?

4. Desired Results: Choose 2 DRDP goals/measure that the child is currently working on. Guide parent on what to look for or provide activities that support that measure. (see back for DRDP reference)

Observation:

DRDP Measures:

Observation:

DRDP Measures:

Education Notes:

Follow up needed: Call Back Time: _____ Update Number Update Address Referral

Preschool DRDP Measures:

- ATL-REG 1: Attention Maintenance
- ATL-REG 2: Self-Comforting
- ATL-REG 3: Imitation
- ATL-REG 4: Curiosity and Initiative in Learning
- ATL-REG 5: Self-control of Feelings and Behavior
- ATL-REG 6: Engagement and Persistence
- ATL-REG 7: Shared Use of Space and Materials
- SED 1: Identity of Self in Relation to Others
- SED 2: Social and Emotional Understanding
- SED 3: Relationships and Social Interactions with Familiar Adults
- SED 4: Relationships and Social Interactions with Peers
- SED 5: Symbolic and Sociodramatic Play
- LLD 1: Understanding of Language (Receptive)
- LLD 2: Responsiveness to Language
- LLD 3: Communication and Use of Language (Expressive)
- LLD 4: Reciprocal Communication and Conversation
- LLD 5: Interest in Literacy
- LLD 6: Comprehension of Age-Appropriate Text
- LLD 7: Concepts About Print
- LLD 8: Phonological Awareness
- LLD 9: Letter and Word Knowledge
- LLD 10: Emergent Writing
- ELD 1: Comprehension of English (Receptive English)
- ELD 2: Self-Expression in English (Expressive English)
- ELD 3: Understanding and Response to English Literacy Activities
- ELD 4: Symbol, Letter, and Print Knowledge in English
- COG 1: Spatial Relationships
- COG 2: Classification
- COG 3: Number Sense of Quantity
- COG 4: Number Sense of Math Operations
- COG 5: Measurement
- COG 6: Patterning
- COG 7: Shapes
- COG 8: Cause and Effect
- COG 9: Inquiry Through Observation and Investigation
- COG 10: Documentation and Communication of Inquiry
- COG 11: Knowledge of the Natural World
- PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts
- PD-HLTH 2: Gross Locomotor Movement Skills
- PD-HLTH 3: Gross Motor Manipulative Skills
- PD-HLTH 4: Fine Motor Manipulative Skills
- PD-HLTH 5: Safety
- PD-HLTH 6: Personal Care Routines: Hygiene
- PD-HLTH 7: Personal Care Routines: Feeding
- PD-HLTH 8: Personal Care Routines: Dressing
- PD-HLTH 9: Active Physical Play
- PD-HLTH 10: Nutrition
- HSS 1: Sense of Time
- HSS 2: Sense of Place
- HSS 3: Ecology
- HSS 4: Conflict Negotiation
- HSS 5: Responsible Conduct as a Group Member
- VPA 1: Visual Art
- VPA 2: Music
- VPA 3: Drama
- VPA 4: Dance

Infant/Toddler Measures:

- ATL-REG 1: Attention Maintenance
- ATL-REG 2: Self-Comforting
- ATL-REG 3: Imitation
- ATL-REG 4: Curiosity and Initiative in Learning
- ATL-REG 5: Self-Control of Feelings and Behavior
- SED 1: Identity of Self in Relation to Others
- SED 2: Social and Emotional Understanding
- SED 3: Relationships and Social Interactions with Familiar Adults
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- SED 5: Symbolic and Sociodramatic Play
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- LLD 2: Responsiveness to Language
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- PD-HLTH 3: Gross Motor Manipulative Skills
- PD-HLTH 4: Fine Motor Manipulative Skills
- PD-HLTH 5: Safety
- PD-HLTH 6: Personal Care Routines: Hygiene
- PD-HLTH 7: Personal Care Routines: Feeding
- PD-HLTH 8: Personal Care Routines: Dressing