



FREQUENTLY ASKED QUESTIONS

for Indoor Program Providers

Q: How do we begin to think about reopening?

A: Youth Development Resource Center (YDRC) proposed the following framework for youth programmers in webinars they hosted this summer:

1. Consider your WHYs (collect family feedback, think about your mission)
2. Think about WHEN (develop a timeline)
3. Establish your WHAT (review offerings, financial and resource considerations)
4. Evaluate your WHERE (determine facilities and organizational protocols)
5. Line up your WHO (consider who needs to be part of the decision-making process)

There are a host of [resources](#) available on the State of Michigan [LARA licensing site](#) related to reopening and running day camps and credentialing “school-aged child” programs with COVID guidance.

Q: How are students reacting as they come back to programs?

A: Quickly, it is typical for there to be an adjustment to the new procedures. Shortly, things start to feel a bit more normal. Be careful not to become complacent when things start to feel that way. Consider assigning at least one person (e.g., the director) to solely focus on safety.

Q: How should we think about handling partnerships?

A: Review partners and prioritize onboarding of those who are critical to programming. Execute this onboarding in a slow and measured way so that neither staff nor partners are overwhelmed. Consider onboarding one at a time and with a process that involves walking the spaces and receiving training on new policies and procedures. Partners are then expected to exhibit compliance with new regulations.



Q: Can you recommend a sample liability waiver to use with parents, caregivers, for program participants?

A: Common practice has many organizations looking to other national organizations for example waivers and then modifying them for their use. They are then consulting their legal and insurance advisors.

Q: Should waivers be part of our registration process?

A: Common practice suggests including waivers as part of a registration packet, but as a separate form. This way, it is less likely to get buried or overlooked and it requires a separate action to read and execute. Additionally, some organizations have been utilizing a contract process with staff to ensure a commitment to health and safety to participants and to each other.

Q: What types of policies and procedures should we develop regarding absences?

A: Anticipate that some parents may be afraid to report an exposure. Try not to make reporting feel punitive. Messaging should include a clear path back for children who have to quarantine. Treat it as a regular occurrence so that it doesn't feel ostracizing. Establish an on-site quarantine area to separate potentially-exposed or symptomatic children. Consider referring to it as a "Get Well" area, again to highlight health and their

return post-quarantine. Refer to the [CDC guidelines](#) for a complete set of recommendations for what to do when someone gets sick.

Q: What type of personal protective equipment (PPE) should we require?

A: Masks should be required for everyone on-site: staff, parents, and children. Cloth face mask coverings should be a minimum of 2-ply material. The face mask coverings must be worn over the mouth and nose, tight against the side of face, and under the chin to protect themselves and other community members. Gaiters and face shields are still being studied for their effectiveness and should be avoided. Consider scheduling mask breaks for longer programming blocks. These breaks should occur when attendees can be six feet apart and ideally outside or at least with the windows open.

Staff handling food and shared items (e.g., craft supplies or sports equipment) should also wear gloves. Limit food handling to as few staff members as possible. Rely on prepackaged options wherever possible. Encourage attendees to bring their own water bottles and fill them themselves.

Please refer to page 20 of the [State of Michigan Day Camp Guidelines](#) for mask requirements and exceptions.

WHEN AND WHERE TO WEAR A CLOTH FACE COVERING IN YOUR SITE

PHASE	ENVIRONMENT	STAFF	YOUNG CAMPERS AGES 2-3	CAMPERS AGES 4-11	CAMPERS AGES 12-18	PARENTS AND VISITORS
Phases 1-5	Cabins and classrooms	Required	Should be encouraged*	Should be encouraged*	Required	Required
	Indoor activity and common spaces	Required	Should be encouraged*	Required	Required	Required
	Outside without physical distancing	Required	Required	Required	Required	Required
	Outside with physical distancing	Not required	Not required	Not required	Not required	Not required
	Transportation	Required	Required	Required	Required	Required

*Although cloth face coverings are not required in these settings, they should be encouraged if tolerated.

Q: Should we require COVID testing? If so, how often? For whom? For what ages?

A: Organizations vary on their approach to this topic. Test results reflect a point in time. So, a negative test result today does not guarantee the person is still negative next week. It can be useful to require testing of staff and attendees within several days in advance of reopening. And, organizations that are requiring testing tend to mandate it for older participants, e.g., 7th grade and older. However, frequent retesting would be necessary to continue to try to keep outbreaks at bay. If testing is required, the PCR test is currently the most efficacious option. Please note that insurance companies have been denying coverage to minors (under 18), but **all Detroit residents** can visit the [Coronavirus Community Care Network](#) testing site for access to a COVID test.

Other organizations are also (or instead) requiring daily health screenings. This may include families taking attendees' temperatures at home. It may also include temperature taking and screening questions at facility entrances/checkpoints. Touch-free, infrared, forehead thermometers are recommended. Results should be kept as confidential as possible. A measured temperature of 100.4°F or greater should be sent home and should be encouraged to see a healthcare provider.

Questions should screen for the following symptoms:

- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea
- Fever or chills
- Close proximity to any individual who has tested positive for COVID-19
- Travel internationally or to a known COVID-19 outbreak location in the past 14 days

It is also advisable to avoid or at least significantly reduce facility visitors and vendors. This may require developing a new procedure for vendor drop offs, service, etc.

Families and caregivers are encouraged to monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough, nasal congestion or runny nose, sore throat, body aches, headache, nausea, vomiting,

diarrhea, new loss of taste or smell, or shortness of breath, should prompt the parent or guardian to keep the attendee home and follow up with their primary care provider.

Q: What should our protocol be for positive cases?

A: Any staff member or attendee who becomes ill with symptoms of COVID-19 and cannot immediately depart campus must wear a face mask covering and remain isolated in a designated location while awaiting departure. A parent or appointed family representative should be required to promptly pick-up the attendee. Refer to the [CDC guidelines](#) for a complete set of recommendations for what to do when someone gets sick.

Symptomatic staff and attendees sent home may return when,

- **Negative COVID-19 Test:**
 - Fever free for 72 hours without fever reducing medication and respiratory symptoms have improved.
- **No COVID-19 Test:**
 - 10-14 days have passed since symptom onset AND fever free for 72 hours without fever reducing medication and respiratory symptoms have improved.

Q: What should we think about in terms of cleaning and sanitation, especially concerning HVAC and rest rooms?

A: Organizations should (if they don't already) develop a daily cleaning schedule to include surface areas, like sinks, restrooms, door knobs, and other high-touch points. These should be sanitized twice each day, for full-day programming and once per day for half-day or less programming (the State mandates cleaning within 4-hour time periods). High-touch areas in classroom spaces, including desks, chairs, and tables, and shared equipment or materials, should be cleaned and disinfected after every use. Facilities should also be cleaned at night. All cleaning products should meet [CDC standards](#) for effectiveness against COVID-19.

Fresh air circulation is a crucial component to preventing outbreaks. The ventilation (HVAC) systems should be calibrated to provide for the maximum amount of outdoor air circulation in facilities. Consider having all HVAC equipment inspected and evaluated by certified technicians to ensure proper air flow and functioning. Additionally, think about leaving windows open, even during cold and rainy days, to allow for more fresh air.

Q: How should we think about our arrival and departure procedures?

A: Consider designating age-specific or program/class-specific drop-off and pick-up area and/or stagger times to reduce clusters of attendees and family members. Consider tracking attendance (if you don't already) in anticipation of sharing with contact tracing, if necessary. Signage at entryways or checkpoints and along the "paths" within the facility can also be helpful. Consider marking pathways with signs indicating where students should line up to maintain distance in hallways and bathrooms.

Q: What does positivity rate mean? And, why should we monitor that?

A: "Positivity rate" represents how prevalent positive cases of the disease are, when compared to the number of tests being done. A low positivity rate is a good sign. But, calculating the positivity rate is more complicated than it might seem, because some people get tested multiple times for COVID-19. To calculate positivity rate, divide (A) the number of people who have tested positive by (B) the number of people who have been tested. For context, according to *Detour Detroit*, Detroit Public School Community District (DPSCD) superintendent Nikolai Vitti said if the current positivity rate of 2.6% climbs above 6%, it will trigger closing schools and going all-remote.

Q: How should we think about our location/facilities options as we head into fall?

A: Physical spaces will present ongoing challenges in the fall as DPSCD heads back to school with a hybrid plan and because community centers and other spaces rely on a variety of policies and procedures. Detroit Parks and Recreation Department (DPRD) community centers will not open to the public before Spring of 2021. Consider planning for potential scenarios informed by the needs of your families and attendees. For example, if most of your attendees will be in online learning all day, how could your programming offer some physical activity or movement? Surveying or one-on-one conversations with those you serve can help.

Another option could include programming on alternating days or changing your typical schedule to better accommodate smaller capacity. Or, perhaps what was previously "afterschool" programming could be adjusted to occur during the school day when school days are shorter and virtual. Of course, these types of changes can impact staffing and revenue and will require time to develop plans.

Q: How do we rework spaces that don't allow for physical distancing?

A: The [CDC](#), the [AIHA](#), and [BOMA](#) have detailed recommendations for assessing and addressing physical spaces. Basically, they recommend:

- Consider eliminating reception seating areas and requesting that guests phone ahead or install a plastic partition at the reception area.
- Review floorplans and remove or reconfigure seats, furniture and workstations as needed to preserve recommended physical distancing in accordance with guidelines.
- Reconfigure workstations so that employees do not face each other, or establish partitions if facing each other cannot be avoided.

The [US Fire Administration](#) has guidance on how to calculate occupancy load factors for COVID safety. From their site:

One way of converting the CDC's 6-foot separation criteria to occupant load is to simply calculate the area of a circle with a radius of 6 feet, which is equal to approximately 113 square feet per person. This represents a conservative approach that accounts for instances when people might be standing along a wall or might not be standing in the center of the circle. To understand the implication of this occupant load factor, compare it to those used to design the means of egress for the various occupancy types discussed in the link above.

For example, in order to operate while practicing physical distancing, an office building might need to reduce the number of people inside by about 11%, whereas a bar might need to reduce its number by as much as 95%.

The State of Colorado has an online [physical distancing space calculator](#).

Q: Who should we contact to review our COVID-safety facilities protocol?

A: Contact the Detroit Health Department at 313-876-4000.

Q: How can we incorporate or shift to remote learning?

A: If in-person programming is not going to make sense for your organization, can you offer some type of virtual programming or service? There is a resource [at the end of this briefing](#) that may help you think about your options. Additionally, if you already offer virtual programming and would like to promote it locally, consider submitting it to the [Discover Your Spark](#) program finder.

Another type of pivot to consider is the use of non-traditional indoor space to house your program. For example, [Farmington Public Schools](#) announced a partnership with YMCA.

Q: How could we incorporate outdoor programming into our offering(s)?

A: Recent [research](#) suggests that the odds of catching coronavirus inside are 20 times higher than outside. Consider building outdoor opportunities into your programming, if you don't already. Though its season has just wrapped up, [Reading and Rhythm on the River](#) is a great example. Detroit Parks can be searched by amenity type or desired activity via the online [Park Finder](#). The Detroit Parks & Recreation Department have been collecting information about various ways communities are utilizing outdoor spaces in response to the pandemic:

- [New York Times](#) readers submitted examples from across the nation with use cases spanning religious services to education to arts and entertainment. Here is another [example](#) of a stand-up comedy fundraiser taking place in New York parks. And, here is [an article](#) that outlines how parents are banding together with some ideas for outdoor programming.
- *The Philadelphia Inquirer* covered an innovative program called [Playstreets](#) that utilizes city streets for outdoor recreation.
- Students in [rural Kashmir](#) are learning outdoors.
- Green Schoolyards America offers a host of [online resources](#) for anyone interested in developing outdoor opportunities, including [downloadable toolkits](#).
- *USA Today* profiled [a Wisconsin teacher](#) who has created an outdoor classroom. And, closer to home, [Detroit Waldorf School](#) has crowdfunded their own outdoor space.
- Finally, [the Minor Collective](#) is running an online learning series about outdoor education. The series takes place between September 7, 2020 and October 7, 2020. It is designed for all educators, families, and persons who represent organizations that will be supporting youth learning this Fall. Pricing ranges from \$45 – \$200 to attend.