Re-Opening Plan
Submitted: 8/7/2020

Agency Name: The Clarke School for the Deaf, Inc dba Clarke Schools for Hearing and Speech

BEDS Code: 310200880004
Administrative Address: 45 Round Hill Road Northampton, MA 01060

Program Site Address: 80 East End Avenue New York, NY 10028

Program(s) provided at this site:

- X 4410 (Pre-school Special Education)
- X Special Class
- X Special Class in an Integrated Setting
- □ Multi-Disciplinary Evaluations
- □ 853 (School Age Special Education)
- □ Other:

MDE approval was omitted from Clarke’s approval letter by clerical error. MDEs are not currently being conducted until reinstated.

Contact Person (Name, Title): Meredith Berger, MSEd. SBL/SDL Program Director
Contact Phone Number: 212-585-3500
Contact Email Address: mberger@clarkeschools.org

Contact Person (Name, Title): Doug Scott, President and CEO
Contact Phone Number: 413.584.3450 x1153
Contact Email Address: dscott@clarkeschools.org

Website where this plan and any plan updates will be posted:
http://www.clarkeschools.org/covid19

Notice/Disclaimer:
Due to the 2019-2020 outbreak of the novel Coronavirus (SARS-CoV-2), which is known to cause
Coronavirus Infectious Disease of 2019 (COVID-19), Clarke is taking extra precautions in an effort to
reduce the transmission of COVID-19 at its school(s). These precautions include, but are not limited to,
enhanced sanitation/disinfecting procedures, the use of Personal Protective Equipment (“PPE”), student,
family, patient and employee screening questionnaires, temperature checks, and other measures in
compliance with and based on CDC guidance, the States in which we operate and other local and
regulatory agencies. While Clarke has undertaken significant efforts to reduce transmission, no individual
or entity can prevent the spread of COVID-19. Accordingly, Clarke expressly states that it cannot
guarantee the prevention of transmission of COVID-19 at its facilities and, therefore, makes no warranty,
express or implied, to prevent the transmission of COVID-19. Clarke will continue to follow the
requirements and recommendations of the CDC, the States in which we operate, and other local and
regulatory agencies aimed to reduce the potential transmission of COVID-19 at its facilities.
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INTRODUCTION

Clarke Schools for Hearing and Speech has developed a comprehensive plan based on the guidance from the New York State Education Department, New York State Department of Health, New York City Department of Daycare, the Center for Disease Control (CDC), local school districts and other like agencies. This plan was developed to conform to the guidance provided by the New York State Education Department (NYSED) in their July, 2020, document entitled: Recovering, Rebuilding, and Renewing: The Spirit of New York’s Schools – Reopening Guidance. This plan will be revised and updated as needed to adjust to changing public health conditions caused by the COVID-19 virus and all of the new requirements and regulations which may emerge over time. As directed in the NYSED guidance, where guidance differs between older guidance and recent, the most recent applies. Where health and safety guidance differ between NYSED and NYS Department of Health, DOH guidance applies.

We solicited input and involvement from the families we serve and our staff through surveys, meetings and direct discussions during the original drafting of our re-opening plan. Stakeholders included parents, community stakeholders, administrators, teachers, assistant teachers, related service providers, administrative support staff, the CEO, controller, Chief Human Resources Officer, and Chief Communications Officer. In addition, guidance and policy documents from NYSED, NYS DOH, NYS Early Intervention, Office of Children and Family Services, NYC DOE and NYC 4410 Program Office, NYC DOH, NYC Department of Daycare and NYC Early Intervention Program were all reviewed and used to inform plans and procedures. Clarke has taken into account the amount of available physical space, level of staffing, academic and therapeutic needs, social emotional learning and the suggested health and safety measures. Clarke’s goal is to return all students to in person instruction, however, due to the nature and risk of community transmission of COVID-19, Clarke is prepared for in-person instruction, a blended model to facilitate a phased in approach which may be necessary at various times throughout the 2020-21 school year and a remote or virtual learning plan. We know our program must be as flexible and as responsive as possible to the needs of our students, families, and staff members. We will closely monitor the conditions of our community as the COVID-19 pandemic continues and the effectiveness and appropriateness of our plan.

We will rely on continued input from all stakeholders as we move forward implementing this plan and as we contemplate any additions or modifications. The goal of the plan is to guide the delivery of high-quality educational services as safely as possible whether that service delivery is in-person, through a remote learning platform or a blended combination of remote and in-person services. Our focus and concerns extend to the social and emotional needs of our students, families and staff members. By diligently working together and remaining focused on the outcomes we desire, we can find solutions to the many challenges ahead.

Be assured that nothing has changed our sincere commitment to our students and our determination to provide the highest possible quality of educational programming and related services even during these difficult times. Any suggestions, concerns and/or questions about our plan should be directed to the contact person identified at the beginning of this document or emailed directly to Meredith Berger, Program Director mberger@clarkeschools.org or NYReopeningQuestions@clarkeschools.org.
A. Communication and Family Engagement

Clarke will work together with families to foster trust and instill confidence in our school program, regardless of the learning model their child is enrolled. Staff, families and community stakeholders are encouraged to engage in the process by utilizing all available methods of communication, including email, phone, and video conferencing. Clarke has a dedicated website page to COVID resources and plans and uses Blackboard Connect for eblasts and texts, Class Dojo for teacher/therapist/family/class communication, zoom for healthcare for video meetings and Pacific Interpreters to ensure language access to all families. Surveys are shared in English and Spanish, and other languages upon request. Clarke has dedicated an email address for parents with questions about this plan to use.

Clarke’s Program Director, Meredith Berger, is responsible for reporting and communicating with the NYC DOH for any positive or suspected COVID cases. The CDC, NYSED, NYCDOH, and NYCDOE websites will be monitored to keep current with the latest COVID info and guidance.

Signage
Signs will be posted throughout the school and similar messages will be regularly shared with the school community, consistent with DOH COVID-19 signage regarding public health protections against COVID-19.

Signage will include reminders for individuals to:
⇒ Stay home if they feel sick.
⇒ Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from others or in accordance with any stricter policy implemented by the school.
⇒ Properly store and, when necessary, discard PPE.
⇒ Adhere to social distancing instructions.
⇒ Report symptoms of, or exposure to, COVID-19, and how they should do so.
⇒ Follow hand hygiene, and cleaning and disinfection guidelines.
⇒ Follow respiratory hygiene and cough etiquette.
⇒ Visibly soiled hands should be washed with soap and water.
⇒ Cough to your elbow

Specific posting of signs will include:
Entrance doors
⇒ Student drop off/pick up protocol
⇒ Requirement to wear a mask and where to get a mask if they don’t have one
⇒ Requirement to complete health screening and temperature check
Copier- reminders for distance and cleaning
Restrooms – staff and student – handwashing, use of PPE

Markers/tape/dots on floor to demonstrate 6 feet spacing in common areas
Surveys

Clarke Schools for Hearing and Speech sent out a survey to parents and staff to better understand their concerns, preferences and opinions of the instructional model for the Fall 2020. The survey was offered to parents in English and Spanish, via eblast and text message and was mobile user compatible. Parents made it clear that they want choices and flexibility as our community continues to fight against COVID-19. Parents were asked about their concerns and priorities with sending their children back to school as well as their preference for In-Person, Remote and Blended Learning. These survey results played an important role in the planning process as we considered learning models and developed safety and health protocols

<table>
<thead>
<tr>
<th>Parent Responses</th>
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<tbody>
<tr>
<td>Preferred Learning Model-Parents Students with and without IEPs</td>
</tr>
<tr>
<td>In Person Only</td>
</tr>
<tr>
<td>Remote Only</td>
</tr>
<tr>
<td>Blended -in person and remote</td>
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</tbody>
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**Preferred Learning Model-Parents of Students with IEPs, only**

| In Person Only | 35% (9) |
| Remote Only | 35% (9) |
| Blended -in person and remote | 31% (8) |

**Parent Concerns**

| Other parents following health procedures, such as only sending a child to school of 100% healthy | Concerned/Very Concerned 80% |

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<tr>
<th>Staff Responses</th>
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<tbody>
<tr>
<td>Administrative Support 31.5%</td>
</tr>
<tr>
<td>Comfort in returning, assuming appropriate PPE, Scale of 1-5</td>
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</tbody>
</table>

| 1 (not at all comfortable) | 11% |
| 2 | 26% |
| 3 | 26% |
| 4 | 37% |
| A. (comfortable/no concerns) | 0% |
B. Health and Safety

The health and safety of the children and adults in our schools is paramount. Health and safety considerations must always come first in every decision made and every action taken by our school. This includes our approach to building utilization, availability of PPE, protocols for screening and health checks, Healthy Hygiene Practices, management of ill children or staff, and cleaning and disinfection. All policies and procedures are reviewed in detail with staff (at September orientation or upon hire) and parents (upon enrollment) and posted throughout our facilities.

**NOTE:** Students and staff will return to in-person instruction only when governmental authorities permit in-person education. Additionally any return to in-person instruction will necessitate that the school’s leadership also determines the number of students and staff allowed to return in person based on: the ability to maintain social distancing; the availability of PPE, including the availability of cloth face coverings and face masks; availability of safe transportation; local hospital capacity according to the local Department of Health

**NOTE:** Anyone-staff, student, visitor-who has traveled from a state listed on the NYS Travel Advisory identified states (https://coronavirus.health.ny.gov/covid-19-travel-advisory) on the last day of travel or has traveled internationally, must self-quarantine for 14 days, starting the day after arriving home.

Clarke may ask for documentation of the last day of travel to ensure these rules are followed and may exclude in-person participation if documentation is not provided in a timely manner, in order to ensure everyone is safe.

Clarke does not have a nurse. A symptomatic person will be sent to/brought to the highest-level administrator onsite.

**Covid-19 Resource Person:** Meredith Berger (primary) Nell Rosenberg (secondary)

**Isolation room location:** Speech Therapy Room 1

**Covid-19 Coordinator:** Meredith Berger

Staff will use an agency-supplied daily checklist to inspect their work area and take inventory of their supplies (e.g. face covering, tissues, hand hygiene supplies, cleaning supplies, etc.). Supplies will be replenished several times per week or as needed.

Parents/guardians and staff members will be provided with resources to educate them regarding symptoms of COVID-19 and the health screening that must be conducted each morning before coming to school. Parents and staff will be provided with information on testing sites: https://coronavirus.health.ny.gov/find-test-site-near-you
https://www1.nyc.gov/site/coronavirus/get-tested/covid-19-testing.page
Screenings

Anyone entering the building—contractors, vendors, visitors, staff and students—will be required to complete or have completed for them, a health screening questionnaire. The questionnaire will be digital and compatible with completion on a cell phone, tablet or computer. If a parent does not have the ability to answer the questionnaire digitally, arrangements will be made for them to answer the questions by texting or voicemail.

All contractors, vendors, visitors, and staff will also complete a contact tracing form, digitally, preferred, or on paper. A copy will be kept on file as per DOH requirements, in the event that contact tracing is necessary. Prior to entering the building, each individual must have their temperature screened.

Entry into the building will be denied if individual answers ‘yes’ to screening questions, has temperature of 100.0 ° or higher, or if showing any signs of illness. Children who arrive on the bus and show signs of illness will be isolated under supervision until a parent arrives to pick them up.

Families and staff are required to notify the school when they develop symptoms or if their answers to the questionnaire change during or outside school hours.

Staff and families will be advised that they MUST stay home if sick.

Given that many children go from “fine” to “sick” quickly, the distance many families live from Clarke and the challenges they may have picking up their child as soon as they receive a call/less than an hour, parents must keep their child home if the child is not 100% healthy.

Temperature Check

- 100.0 ° or higher is considered “abnormal”
- Children and visitors will be temperature checked before entering the building. Staff may self-check at home but may be rechecked on arrival or at any point during the day.

Parent Completed Health Screening

- A reminder text will be sent each morning. If any statement is answered in the affirmative, the child will be required to stay home.
- Parents will be required to submit the questionnaire for their child before putting them on the bus.
- Parents who transport their children are required to submit questionnaire before leaving home.
- If a parent/family chronically fails to complete the survey and comply with health policies, the child will be moved to virtual learning for the health and safety of all staff and students physically present
- If a child arrives on the school bus who has not had a health screening completed, or who has temperature of 100.0 ° or higher:
Parent will be called to do the survey immediately, either over the phone with the staff member or by completing the digital version.

Staff will isolate and observe child until the screening is done.

If screening or temperature are not normal, the child will remain isolated until the parent picks up the child.

Staff: Each employee will complete Clarke’s [COVID-19 Employee Self-Certification to Return to the Workplace](#) if returning to work following a site closure and any time after the employee experiences COVID-19 symptoms.

During the school day, school staff must immediately report any illness of students or staff to an administrator.

**Illness/Isolation**

**Student:**

⇒ If a student demonstrates symptoms of illness upon arrival Clarke will request the bus take the child home or a caregiver pick the child up within the hour.

⇒ Students who develop symptoms of illness during the day, regardless of how mild, will be isolated under observation while their parent is called to pick them up. Parents are expected to pick up their child as soon as possible, but within the hour.

⇒ Student illness will be documented on the Daily Health Check form maintained for each child.

**Staff**

⇒ Any staff member who has signs of illness upon arrival or during the day will be sent home. If too sick or demonstrating signs of distress, the person will be isolated and 911 will be called.

**Return to school/work-Non COVID Illness**

Required to visit a healthcare provider (physician, nurse practitioner, or physician assistant)

- Documentation that COVID-19 was ruled out
  - AND No fever, without the use of fever reducing medicines & no symptoms for 24 hours
- Diagnosis that is not COVID from a healthcare provider
- Healthcare provider writes a note that explains the diagnosis, or explains that it is not COVID or not contagious and clears the person to return on a specific date without needing medication

**Personal Protective Equipment (PPE)**

Until there is a vaccine for COVID-19 or NYS regulations and CDC recommendations change, face masks that cover the wearer's nose and mouth will be a part of our daily lives. Clarke will train all staff on how to adequately put on, take off, clean (as applicable), and discard PPE, including but not limited to, appropriate face coverings.
Masks/Face Coverings
Staff and visitors are required to wear a face covering, covering the nose and mouth, whenever they are in the building, including the bathrooms. Staff must wear masks when working with children. Staff and visitors can use their own face covering, if it meets CDC guidelines. Masks with clear fronts will also be available for staff.
- Disposable masks will be available for whoever needs one.
- Reusable masks must be cleaned frequently.
- Masks with an exhalation valve are not permitted.

Face Shields
Staff will wear face shields and masks when working with children and distance cannot be maintained.

Face Covering for Students/Children
Parents can provide reusable masks that are cleaned regularly for their child to use on the bus and in school. Children’s disposable masks will be available on site.
- Children ages 2 and under are not permitted to wear masks.
- Children ages 3-5 are required to wear masks outside of the building, on busing (provided by the district), on neighborhood walks, and/or if playing outdoors.
- Children ages 3-5 are expected to wear masks in the building but consideration to not wearing masks will occur, based on a child’s individual communication needs and sensory sensitivities.
- Children will be permitted to take mask breaks when eating and at other times when needed. Face shields may be worn at this time.

Disposable Gowns, Gloves, and Eye Protection
Toileting/Changing: For children who are independent in toileting, the adult will wear gloves, in case the child needs assistance. For children who are not trained, the staff member will also wear a disposable gown. Changing between children if soiled.

Sick Child: When assisting a sick child or supervising a child being isolated for health-related reasons, the staff member will wear gown, gloves, eye protection, and mask, possibly N95, depending on the illness.

All PPE should be disposed of in a receptacle with a closing lid.

Social Distance
Adults will maintain 6 feet apart, particularly in small spaces, and wear a mask. Clarke will limit in-person gatherings/congestion in hallways/meetings. Social distancing will be maintained unless closer proximity is needed to maintain supervision of children or to complete core activities and work, such as instruction of students. Information on appropriate social distancing of 6 feet when possible will be shared with parents and staff. Signs will be posted in English and Spanish around the building explaining and requiring social distancing, where to wait outside the building, when oncoming traffic is in the hallway, for a bathroom in use, and to enter or exit potentially shared spaces.
Social Distancing/Mask Use/Health Hygiene-Children
Clarke’s teaching staff and related service providers will work with students using developmentally appropriate materials and techniques such as social stories, routines and setting expectations to teach students about the importance of hand hygiene, wearing masks and social distancing. Teachers, assistant teachers, therapists and other staff will plan activities through the day to teach and reinforce social distancing (for example: walk like an airplane).

Class size
Student group sizes will be limited 10-12 children, depending on the classroom. There will be minimal contact with other classroom students/staff.

Cohorts/Pods
Student groupings-pods and cohorts—will be as static is possible to minimize movement of students or staff from one group to another. Group size will be based on allowable class size for each room. The use of shared supplies, if necessary, will be limited to one group of students and cleaned between use. To the greatest extent possible, related service providers will be assigned to support one cohort per day, to minimize movement.

Therapy Rooms
OT and PT will either use the sensory gym on a staggered schedule or with tape markings dividing the space. Speech Therapy and Audiology offices may be shared on a staggered schedule and only with cleaning in between occupants.

Common Areas
Clarke will reduce access to or close space that do not allow for social distancing. In areas that staff need access where social distancing protocols cannot be adhered to, such as the copy room, Clarke will make hand sanitizer or disinfecting wipes available near such amenities or areas. Signs will be posted with directions to wait before entering and to clean after use.

Building Wide
Reduce the number of classrooms and spaces that students and staff visit/use during the day. Where feasible, Clarke will reduce bi-directional foot traffic by using tape or signs with arrows in hallways, or spaces throughout the school, and post signage and distance markers denoting spaces of six feet in all commonly used areas and any areas in which lines are commonly formed or people may congregate (e.g., outdoor spaces, libraries, classrooms, cafeterias, health screening stations).

Visitors
Visitors will be limited to essential visits only. When appropriate, virtual visits will take the place of in-person visits.
- Parents will not be allowed into the building unless a scheduled in-person meeting is occurring.
- Parents will not be allowed into the building to use the bathrooms or to take their child to the bathroom.
- Bus drivers/escorts will not be allowed to use the bathrooms.
- Early Intervention Families:
  - Only 1 parent or caregiver will be allowed into the building.
  - No siblings will be allowed into the building
  - Only visitors with appointments will be allowed in for the specific purpose of their appointment.
Deliveries
- For small packages, a designated area for pick-ups and delivery in the vestibule will be used.
- For large, bulky, heavy packages, companies will be asked to schedule deliveries for the end of the day, after students have gone. An announcement will be made advising anyone in the building to empty the hallways. After completing the screenings, the delivery person will be depositing the item in the appropriate place and then leave.

Handwashing/Hand Hygiene
Clarke will ensure adherence to hygiene requirements as advised by the CDC and DOH through training staff and teaching students proper hand and respiratory hygiene. Guidance to parents on ways to reinforce this at home will be provided. Posters will be displayed in various locations throughout the building included classrooms, at sinks and sanitation stations entrances and restrooms.

Handwashing Facilities
Clarke currently has children’s communal bathrooms for 3-4 children each on the first floor and lower level, adult bathrooms on the first floor and lower level, a sink in one classroom on the first floor and a pantry (1sr floor) and kitchen (lower level) with sinks. Handwashing stations are not readily available at the entrance to the building therefore hand sanitizer is available. Touchless hand sanitizer dispensers are installed inside the front interior door/lobby and at the bottom of the staircase. Hand sanitizer is available, under supervision in each class and therapy room. Manual hand sanitizer stations are being installed outside each classroom.

Handwashing and Sanitizer
Clarke will teach students and promote practicing hand hygiene throughout the day in classrooms and restrooms as well as using hand sanitizer stations throughout the building.
www.cdc.gov/handwashing
- Handwashing with warm water and soap for 20 seconds is preferred
- Specific instances for hand washing will include upon entering program, between program activities, before and after using restroom, before and after eating, etc.
- An alcohol-based hand sanitizer containing at least 60% alcohol for areas where handwashing facilities may not be available or practical.
- Students will be supervised by an adult to minimize accidental ingestion and promote safe usage when using hand sanitizer.
- Parents/guardians can inform the school that they do not want their child to use alcohol-based hand sanitizers by sending a written notice to the school.
- Receptacles will be placed around the school for disposal of soiled items including paper towels and PPE.

Cleaning and Disinfection
Following the CDC guidance on cleaning and disinfection in schools and childcares Clarke’s enhanced school wide cleaning will include the classrooms, restrooms, kitchens, common areas and playground:

✓ Throughout the day, staff will clean and disinfect shared objects, materials and high contact touch points and log each time they disinfect a surface. The log will be on the wall, near the
door of each room. EPA and CDC approved disinfectants will be used (such as Lysol), alternative such as bleach (1/3 cup of bleach added to 1 gallon of water) or 70% alcohol solutions when other products are not available.
✓ Students will not be in proximity when disinfectants are in use and will not participate in cleaning and/or disinfection activities.
✓ Schoolwide Cleaning: Direct Clean Solutions is the cleaning company that provides cleaning and disinfecting to the building daily. A cleaning crew cleans the facility each day the program is open, once the children and staff have left. The focus is general cleaning of the space and in disinfection of high contact touch points and shared spaces, such as all bathrooms, entrance and exit door knobs, handles, buttons, light switches, etc. using such products as Trushot Disinfectant from SC Johnson and Oliver 16 concentrate for Diversey. Mopping and vacuuming occur daily in all rooms.
✓ Classrooms/Therapy rooms:
  ➢ Toys that cannot be cleaned and sanitized will not be used.
  ➢ Toys that children have placed in their mouths or have otherwise been contaminated by body secretions will be set aside until they can be properly cleaned (cleaned with water and detergent, rinsed, sanitized with EPA registered disinfectant, rinsed again, and air dried).
  ➢ Toys that need to be cleaned will be set aside in a separate container marked “dirty toys”. Washing toys with soapy water is the ideal method for cleaning.
  ➢ Soft or porous materials/cloth toys will be used by one individual at a time or will not be used at all, must be laundered using the warmest temperature setting possible, and then dried completely before being used by another child.
  ➢ Tables: cleaned and disinfected after each use
  ➢ Nap Mats: disinfected after each use
  ➢ Light switches/Doorknobs/phones: multiple times each day, starting with before children arrive
  ➢ Devices, if used, such as ipads.
✓ Children’s Bathrooms:
  ➢ Staff assigned to supervise the children in the bathroom will wipe contact/high touch points, such as doorknob, faucets, and toilets after using the bathroom.
✓ Office spaces: High contact touch points, and before or after use.
✓ Sensory Gym: cleaned between uses

### Cleaning & Disinfection Following Suspected or Confirmed COVID-19 Case
If the sick person has not been in the building for more than 7 days, routine cleaning is done. Otherwise, the areas exposed to a sick person will be closed, which may require the whole building be closed, with work/learning transitioned to remote. The cleaning company is contacted. After waiting 24 hours, areas used by a sick person will be thoroughly cleaned prior to being reopened for use. The HVAC company will be notified and will advise if fogging/disinfection is needed and if filters need to be changed.
Protocols for COVID-19

Clarke will comply with CDC guidance and will not conduct COVID-19 testing or antibody testing of students or staff members. The decision of whether a test needs to be conducted will be determined by a healthcare provider or the local department of health.

Clarke will:
✓ Keep accurate attendance records of students and staff members;
✓ Ensure student schedules are up to date;
✓ Keep a log of visitors which includes date, time and where in the school they visited
✓ Assist local health departments in tracing all contacts of the individual at school in accordance with the protocol, training, and tools provided through the New York State Contact Tracing Program.
✓ Maintain Confidentiality will be maintained as required by federal and state laws and regulations.
✓ School staff will not try to determine who is to be excluded from school based on contact without guidance and direction from the local department of health.

Metrics for Closing
⇒ Monitor local transmission rate - Closure to mitigate rise in cases
⇒ Staff absences impact safely running the program > Closure
⇒ Under the direction of NYSED, DOH, Governor or Mayor

Confirmed or Suspected COVID-19 case

Students or staff showing covid-19 symptoms:
• Sent home immediately or as soon as a parent/caregiver can pick up the child.
  ➢ If demonstrating emergency warning signs such as trouble breathing, persistent pain or pressure in the chest, new confusion, inability to arouse, bluish lips or face, call 911 and notify the operator that the person may have COVID-19.
• A sick student will be isolated under supervision until a parent or approved emergency contact can pick them up.
  ➢ The parent will be instructed to call their health care provider, clinic or urgent care center ASAP. Parents will be provided with information on the CDC’s Stay Home When You Are Sick guidance unless otherwise directed by a healthcare provider or the local department of health.
  ➢ If the parent is also COVID-19 positive, they will be asked to have someone who is not ill come to pick up the child. The child will be released to the approved adult outside of the building. If no other person can pick up the child, the child will be released to the parent outside of the building, without direct contact with the staff member.

Required Notifications
1. Department of Health Notification and Tracing Support:
The NYC contact tracing program will be notified via covidemployerreport@nychhc.org
• Clarke will provide requested information in compliance with HIPAA regulations:
• Clarke will collaborate with NYS DOH and NYC DOH:
  ➢ Confirm exclusion/quarantine plan for anyone in contact with the individual
  ➢ follow any additional directions give to the program by the contract tracing program
• Using Clarke’s Contact Tracing form and additional contacts form, the school administrators will assess the individual’s movements within the building to determine who else may have had contact or interaction with the sick individual.

2. Community Notification
• Anyone with close or proximate contact with the infected individual (defined by NY DOH as within 6 feet of an infected person for at least 10 minutes starting from 48 hours before illness onset) will be notified of the exposure as soon as possible, without sharing the individual’s name or identifying information without consent
  ➢ Quarantine requirements will be based on close exposure. Return to school dates will be determined by the NYS DOH Return to Work (5/31/2020) and CDC When to Quarantine (8/3/2020) Guidance.
• The larger community will be notified of a possible exposure in the building, and signs and symptoms of illness to monitor.
• Immediate switch to virtual services and remote work for the following 2 days, at minimum, until building is reopened.

3. Notification to Cleaning Company and HVAC

Quarantine, Isolation, and Return to School

Anyone diagnosed with COVID-19, presumed positive, or who had a proximate exposure will need to quarantine following CDC guidance. and have not developed symptoms before returning to in-person learning or on-site work.

1. If a person was ill, seen by a healthcare provider (physician, nurse practitioner, or physician assistant) and NOT diagnosed with COVID-19 they can return to school:

   1. Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours;
   2. If they have been diagnosed with another condition and has a healthcare provider written note stating, they are clear to return to school without medication or limitations

2. If a person is exposed to COVID-19 who had COVID-19 in the last 3 months and has documentation of the rest results and Documentation of COVID-19 test result and is not experiencing COVID-19 related symptoms, quarantine is not required.
3. If a child or staff member is showing symptoms of COVID-19:

<table>
<thead>
<tr>
<th>IF a child or staff member is showing symptoms of COVID-19:</th>
<th>They MUST meet the following criteria to return:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Had a positive COVID-19 test result in the last 3 months and is experiencing symptoms again/still</td>
<td>✓ Complete at least 10 days of isolation from the start of symptoms</td>
</tr>
<tr>
<td>OR</td>
<td>AND</td>
</tr>
<tr>
<td>2. Is diagnosed with COVID-19 by a healthcare provider, based on a test result or their symptoms</td>
<td>✓ It has been at least 3 days with no fever without the use of fever-reducing medications</td>
</tr>
<tr>
<td>OR</td>
<td>AND</td>
</tr>
<tr>
<td>3. Does not get a COVID-19 test but has has/had symptoms</td>
<td>✓ It has been at least 3 days since the person’s COVID-19 symptoms have improved (for example, cough, shortness of breath)</td>
</tr>
</tbody>
</table>

4. Required Quarantine of 14 Days from the most recent date of exposure

✓ Someone in your home has COVID-19
✓ You had close or proximate contact with an infected individual (defined by NY DOH as within 6 feet of an infected person for at least 10 minutes starting from 48 hours before illness onset)
✓ You care for someone who has COVID-19
✓ You have hugged or kissed someone with COVID-19

If a student or staff member tests positive or is presumed to have COVID-19 and had contact with others in the school within 48 before feeling sick, everyone in “proximate contact” would be required to quarantine for 14 days.

Special Note about children living with someone with confirmed or suspected COVID-19:
- Children can attend school if a parent/guardian is in quarantine as a precaution.
- Children cannot attend if they, a parent or guardian, or anyone else living in their home has tested positive until the above conditions are met for all individuals living in the home.

Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings

CDC recommendations for discontinuing isolation in persons known to be infected with COVID-19 could, in some circumstances, appear to conflict with recommendations on when to discontinue quarantine for persons known to have been exposed to COVID-19. CDC recommends 14 days of quarantine after exposure based on the time it may take to develop illness if infected. Thus, it is possible that a person known to be infected could leave isolation earlier than a person who is quarantined because of the possibility they are infected.
Symptoms consistent with COVID-19

While at school, student has temp >100.0°F (non-touch forehead thermometer)
OR
While at school, student has symptoms of COVID-19 which may include:

- Fever, chills, rigors
- Cough*
- Shortness of breath*
- Rash*
- Nasal congestion or rhinorrhea*
- Sore throat
- Nausea or vomiting or diarrhea*
- New loss of taste or smell
- Fatigue*
- Headache*
- Muscle or body aches*
- Poor feeding or poor appetite*

* Disregard this symptom if school personnel are already aware of a non-COVID chronic pre-existing condition that causes that symptom AND if the nature of that symptom (duration, intensity, etc.) is consistent with what school personnel are familiar.

**ACTIONS:** Don appropriate PPE; Isolate student until you send home; Refer student to their MD/DO/NP;

C. FACILITIES

Modifications
No modifications have been made that require filings to comply with codes, regulations or legal requirements.

Emergency Plans
The school’s written emergency plans (i.e., fire drills, evacuation, lockdown) are being modified to reflect and facilitate social distancing.

Time Management
Time and schedules of facility usage are planned to reduce congestion. Non-essential employees, those who are not necessary for direct care or to support direct care, will work remotely to the greatest extent possible.

Doors
Most of Clarke’s provide safety-either fire code mandated, security of the facility or for keeping young children contained in their assigned spaces. When possible and safe, classroom and therapy doors will be open to allow for increased air flow and to minimize touches.

Dividers/Barriers
At this time, Clarke has not installed barriers or dividers due to concerns about safety and children getting hurt if pulling them down, since most are secured by the weight of the divider or by tape like application, or increasing the high touch point areas out of curiosity touching. This continues to be investigated and may change.
Ventilation and Air Flow
Clarke’s HVAC systems, consists of two units, one for each floor, and is maintained by Lane. Lane evaluated the system in preparation for reopening and made recommendations given the capability of the systems, the layout of the facility, and the non-opening windows. The following changes, adjustments or work is being done in preparation for reopening:

⇒ The natural airflow is set to the system’s highest level of 20% outside air.
⇒ The fan for each unit is set to run continuously instead of automatically.
⇒ The filters were changed and will be increased from a MERV 8 to a MERV 13 as soon as available.

Air Purification Technologies

⇒ The HVAC units will be fogged to disinfect and sanitize the internal components, such as the coils, pan, condenser, etc.
⇒ Installation of **UV Light Emitter** mounted inside each unit’s coil/pan area

Safety Drills
Each year, 8 evacuation and 4 lockdown drills are required to be conducted, varying the day and time of day. These will be done with consideration for social distancing and minimizing the risk of spreading infection. Staff and parents will be informed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and will not be the first priority. Modifications will include:

- Staggering the evacuation time to minimize the number of people in the hallway and at the exit
- Conducting evacuation drills with classes on different days to ensure all experience it but that social distancing can be maintained
- Repeating the drills to ensure students on a blended schedule experience the drills
- Conduct lockdown drills without sheltering—by turning the lights out, being quiet, and waiting for an announcement

D. Nutrition

Meals, sent from home, will be consumed in the classroom. Food sharing between or among students is not allowed. Students will be positioned around tables that allow for physical distancing and supervision and assistance from adults. Children and staff will wash their hands before and after eating. Staff will wash, preferably, or sanitize their hands prior to putting gloves on to hand lunches to each child or to assist a child. Gloves will be changed in between helping children. Physical distance guidelines will be adhered to the greatest extent possible, including increasing table space, marking tables and using physical barriers where necessary.

Many of the pre-COVID procedures for health, safety, sanitation and food handling remain unchanged, though some modifications are warranted.

⇒ Lunch is provided by parents each day. Clarke does not heat food for students.
⇒ Students will wash their hands before and after eating.
⇒ Parents will be requested, when possible, to pack a lunch that is disposable upon completion. Lunch boxes and bags that are not disposable will be wiped down upon arrival, and, if needed, placed in and retrieved from the refrigerator by a staff member.
Students will no longer be able to hand out to their classmate’s lunch boxes or utensils and napkins as a class job.

**Birthdays**
To celebrate birthdays, parents will be asked to send in store bought items that are nut free and individually packaged or Clarke will provide the treat for the celebration. Birthday candles will not be permitted. Families will not be able to attend the birthday celebrations in-person but can arrange with the teacher to participate remotely.

**Food Allergies**
Current procedures for children with food allergies, such as signs within the room listing known allergies and reactions, training for anaphylactic auto-injectors, maintaining a nut free/nut aware program are unchanged, consistent with Article 47 regulations.

**Drinking Water**
Each onsite class will be provided with its own water dispenser to be maintained in the classroom, to limit congestion in the kitchen and pantry.

**Family Communication**
Clarke will primarily communicate information about the food, nutrition, and related topics (in English and Spanish) to families via email and Class DoJo.

**E. TRANSPORTATION**
NOTE: Transportation for students with disabilities enrolled in 4410 and/or 853 programs are provided by the school district. School programs, however, are involved in the embarking and disembarking of students. At this time, Clarke is awaiting communication from NYC Department of Education on bus company assignments, procedures for screening students, the ability of buses to bring students home if the student is excluded upon arrival based on health screenings, missing documentation of clearance to return or temperature checks and the ability of the bus company to provide for a staggered arrival. The plans regarding disembarking/arrival procedures and embarking dismissal procedures are contingent upon this missing information therefore the following plans may need to be adjusted.

*Special Note: Bus drivers and escorts will not be allowed to use the bathrooms nor wait in the vestibule for children to be dismissed.*

**F. SOCIAL EMOTIONAL WELL-BEING**
Clarke uses the Pyramid Model and tiered levels of supports and the Second Steps curriculum to teach and target specific social skills. During the 2019-2020 school year, Clarke began using the Teddy Bear Curriculum, from Bank Street, to support attachment and resilience in early childhood. Given the concern about soft toys and cleaning and that the Teddy Bear Curriculum is focused around the use of the personalized teddy bear for each child to use for emotional support and transition, Clarke will be adapting or putting this program on hold, based on guidance from Bank Street. Given the emotional toll and insecurities many children might be experiencing, coupled with the enrolled children having language delays that complicate understanding and adapting to change and uncertainty, the Teddy Bear curriculum would play an important role in supporting children. Clarke also plans to explore the Conscious Discipline model over the course of this year. For the first time, Clarke is planning a phased in start to the school year, that will provide an opportunity for each student and family to meet with their child's team, if remote only learning is what the family has selected or the governor declares, to ensure
the relationship between the child, family and team have a foundation for building their relationship.

Prior to the COVID-19 emergency, Clarke staff discussed, learned and planned for the social emotional needs of students, working with children and families with high ACEs, and ways of supporting families with a variety of needs. Family groups, support and workshops, will be conducted virtually. Leadership team will have “open” hours each month for parents to virtually drop in and meet. Parents have completed surveys on their and their child’s experiences with virtual learning in the spring and more than 80% of families completed a survey on their opinions, concerns and preferences for the fall, with many expressing willingness to participate in additional conversations. Parent feedback, input from staff, CPSE administrators, and other stakeholders will play an important role in gathering input to continue improvement and planning, in general, and during these trying times, specifically.

Referrals for Community Supports
Clarke will provide families with Information on community resources for referrals for resources and services for mental health and behavioral and emotional supports. To support specific needs of a family, the program will connect with other community resources, such as the Department of Daycare, the 4410 Program office, Bank Street, the NYS mental health hotline, city council persons’ offices to identify additional supports for the family. Current available supports open to NY residents include:

⇒ NYC Well, a confidential 24/7 helpline 888-NYC-WELL (888-692-9355), text “WELL” to 65173 or chat at nyc.gov/nycwell
⇒ NYS COVID-19 Emotional Support Helpline at 844-863-9314
G. School Schedules

**Mandatory Remote Learning**

Despite all of the planning and discussions for reopening within person services, conditions may necessitate an immediate change to remote learning for all students. This could occur:

- if absentee rates of staff impact the ability of the school to operate safely.
- to mitigate a rise in cases, in consultation with the department of health and/or daycare.
- under NYS Executive Order issued by Governor Cuomo
- if NYC Department of Education decides to shut down schools for in person learning
- if NYC Department of Health or Department of Daycare institute an order to shut down

**Learning Models**

Clarke has planned for In-Person, Remote, and Blended Models of learning, the options bellow will be offered for September based on survey responses. Some adjustments may need to be made in response to actual decisions.

Parents can request a change from the Blended model to the Remote model at any time. Parents can request a change from the Remote model to the Blended Model at the end of each month. Should any of these options lack sufficient capacity to enroll all students, certain students may be given priority based on factors such as family access to childcare, the impact of model on attendance and participation, and educational need.

**9160/Integrated Class Option**

For children in the Integrated Class, parents will have the option of enrolling in either the Blended Model, with 3 days in-person and 2 days remote, or fully remote. All the students will be in the same class. Two days a week, all children will be remote; three days a week, when some of the children are in-person, the children in the Remote only model, will virtually join some onsite activities. Blended and Remote models include synchronous and asynchronous learning.

<table>
<thead>
<tr>
<th></th>
<th>In-person Days</th>
<th>Remote Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blended</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Remote only</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

**9100/Special Class**

Three options will be available for children approved for a Special Class on their IEP: In-person only, Blended, or Remote Only. The Remote only class will also serve to support a student in the In-Person class who experiences an extended absence due to COVID or illness related quarantine. Blended and Remote models include synchronous and asynchronous learning.

<table>
<thead>
<tr>
<th></th>
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<td>3</td>
</tr>
<tr>
<td>Remote Only</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>
**Equity and Access**

Decisions and instructional models were considered after gathering feedback from families on preferences via a survey in English and Spanish, parent meetings, in English and Spanish, and analysis of family responses for patterns and needs based on students with disabilities, vulnerable families and those with limited English proficiency.

**Student Schedule**

Clarke has planned a staggered arrival and/or dismissal times to allow increased social distancing in classrooms and therapy spaces.

**Arrival:** For all in-person days, including those in the blended model, the school day will start with staggered arrival times. For students arriving by bus, drop off will occur between 8:30-9:00 am. Children transported by parents or a caregiver will arrive between 9:00-9:30.

**Dismissal:** The school day will end early and with a staggered departure, starting at 1:00.

**Calendar**

The dates below are tentative. The phase in and timing of in-person services will be dependent on the confirmation that all necessary PPE and cleaning supplies are acquired for in-person services to be provided with as reduced a risk as possible and that busing services are in place to allow all students to access the learning model.

*September 8-11, 2020: The first week of school will be entirely remote.*

Families of remote-only students will be invited to meet, in-person, with their child’s teaching team at Clarke. This in-person meeting will provide a foundation to build the critical relationship between the family and the school team. In addition, this time will provide an opportunity for staff to work with all families to make sure their technology is working, and the parents are comfortable with the platform and with troubleshooting basic issues.

*September 14, 2020: Blended and remote only schedules begin. *(tentative)**

Data and feedback will be collected during this initial phase to help address concerns or problems and, to make changes, as needed.

**H. BUDGET AND FISCAL**

Clarke’s internal budgeting and expense reporting have been adjusted and expanded to forecast, track and account for COVID-19 related expenses. Government programs and foundation/grant supports are possible additional revenue sources to meet the added expenses related to meeting the COVID-19 related costs. In addition, Clarke hopes that NYSED and the Rate Setting Unit will recognize the important role 4410 programs have played in supporting children with disabilities during this time and will adjust the CFR and RCM to reflect these expenses. Clarke’s outreach to CPSE administrators, referral sources in the community who also work with children who are deaf or hard of hearing, and EI service coordinators are part of the plan to maintain high levels of student enrollment.
I. ATTENDANCE AND CHRONIC ABSENTEEISM

Clarke’s written procedures for attendance describe how staff are to collect, document and report daily teacher/student/family engagement or attendance regardless of the instructional setting (in-person or remote), through synchronous, asynchronous and individual sessions. Although daily participation will be recorded, it is likely that remote attendance may need to be more flexible, given the reliance on an adult in the environment for participation. Related Services will be documented in Easytrac or CPSE Portal.

Attendance logs will be reviewed and discussed. Family outreach after consecutive absences or patterns of absence will help to determine the absence reasons and supports the family may need. For families unable to commit to regular attendance or whose child doesn’t participate, after parent agreement, the child’s team will continue to do weekly outreach to the family to ask about ways to support them and their child, to answer questions, to discuss strategies for carryover at home, etc. If parents are unresponsive to outreach, in their primary language, across different modalities and by different team members, a letter will be sent to the parent and to the CPSE administrator to determine the family’s intent. Clarke will work with the CPSE administrator to determine if/when consideration should be given to disenrollment.

J. TECHNOLOGY AND CONNECTIVITY

Staff are regularly asked to provide feedback on their needs for devices and highspeed internet. Staff have access to equipment and wifi through Clarke, if needed. In addition to staff report concerns with families’ access to technology and internet to program leaders, a survey will be used to collect information on families’ needs and access to technology and internet. Staff and program leaders assist parents in requesting loaner devices from the school district. To ensure that students who do not have internet or device access can participate and demonstrate learning, Class Dojo, phone calls, and text messaging will be used to provide parents with support on activities, to share videos of learning opportunities, for parents to share videos or pictures of student work, etc.

Professional Development topics will include effective planning/teaching for remote education and best practices for online instruction. Digitally literate staff will be identified to support other staff and parents with less comfort or skill.

Data privacy and security are an important component of remote learning. Parents are provided with information on the risks to data privacy and security with email and remote learning. Secure systems and services are used, along with encrypted email when sharing personally identifiable information, and password required platforms. Parents and staff will provide feedback on the digital tools and platforms via surveys and parent meetings.

K. TEACHING AND LEARNING

Clarke aligns instruction with the NYS Early Learning and Prekindergarten Learning Standards. Parents are partners in learning, IEP goals are embedded in all activities and articulated to parents as part of the teaching/therapy sessions (remote and in-person). Clarke uses Highscope, Handwriting without Tears, Teddy Bear Curriculum, Second Steps, and CASLLS.

Clarke plans to reopen remotely the first week for Remote students to meet in person with their teaching team and to develop a connected relationship. Plans include assigning consistent teachers and therapists to work with each child, regardless of location, using terminology for routine activities across all learning formats, ensuring families are comfortable with technology, and planning for children to continue access to their classroom and learning in the event of extended absences, such as those related to quarantine. Each teaching team will work with the families of children in their class to determine schedules, preferences, resources in the home,
needs, and the skill/ability of the adult supporting the child in remote learning to plan in a way that reduces barriers to participation and ensuring equity for all students. Individual teacher meetings, a feature of spring and summer remote learning plans with widespread approval, will continue. These sessions are scheduled around the convenience of the family/caregiver as much as possible. Related services are also scheduled around the schedule and preferences of the family. Prerecorded sessions will also be offered via easy to access video links to enable students/families to access them at times convenient to them. Schedules will be organized to provide opportunities for regular and substantive contact with qualified instructional personnel regardless of the delivery method.

Class Dojo is used as an engagement tool, allowing parents to contact team members, see upcoming schedules and calendar alerts, access notifications of community resources, and view pictures and videos of activities. Teachers create class newsletters describing the theme, activities and suggestions for carryover that are regularly shared. Parents are also active participants in class activities and related services, a practice continued from our fully in person program, that is built on a parent coaching model. Families will also provide feedback on the program model and plans via regular surveys and will have opportunities to volunteer to present and be part of class activities.

Bathroom/Toileting
Clarke’s facility does not have bathrooms in the classroom. Students will be escorted to the bathroom, maintaining line of sight supervision. Staff are required to wear PPE as described in the Health and Safety section of this plan.

Inclusive and Culturally Responsive Models
Best practices for creating an inclusive and culturally responsive learning experiences will be employed in all learning models. Student centered learning environments will reflect the languages, cultures, art, music and literature of children in the class. This will help to affirm students’ cultural identities, expand students’ awareness and appreciation of their own identity as well as those of the children in their class and support students in making connections between home and school.

Activities
Certain activities, like centers, that include multiple students in a small space at one time, and centers or small groups that cannot be planned with safe distancing, such as water/sand tables, sensory tables, etc. will not be planned. If adaptations can be made, such as each child using a smaller, individual bin filled with water or sand, the activity will be planned accordingly.

Students will be provided with individual sets of materials to avoid sharing of common items; and sanitation guidelines from the Department of Health will be followed after children have been at a learning center or in small groups. Students will be discouraged from having bringing items from homes, having physical contact with other children, for example, partners holding hands, and sharing items.

Active and authentic learning experiences will be used as often as possible, to balance screen time and to challenge students to actively participate, even when a device is being used. In addition, instructional and learning activities will be planned for parents or other caregivers to do with a child, that do not involve a screen. To ensure equity, when possible, materials for lessons will be sent home with the student on an in-person day or mailed to the family when time permits. Parents/caregivers will be asked to send a video or pictures of student work to assist the teaching team in monitoring progress and for students to be able to share with their class.
Families will be provided clear information on ways they can contact the school, their child’s teachers, therapists, and specific administrators via email and phone. Information on who to contact for what type of questions, such as schedule, technology issues, or to request a meeting. The information will be provided to parents on paper, via mail, if needed, and via email, eblast, and class dojo in English and Spanish, in addition to other languages, if needed. Information is also included in the parent handbook, which is posted on Clarke’s website, sent by email and provided in hardcopy, upon request. When paper copies are not available in a specific language, staff will use a phone-based interpreter to review information with families.

Each child’s learning plan will take into consideration the unique needs of students with disabilities, particularly those of children who are deaf or hard of hearing, and parent concerns about students whose educational experiences were disrupted in 2019-2020 school year. Remote plans include offering smaller virtual groups to support play skills and social development. In addition, flexible time will be planned for students to re-adjust to the school setting. Due to the staggered schedule students in the blended model will experience, this will be an ongoing component of the plan. Before students are assessed, time will be spent on socialization and creating a climate of safety, comfort, and routine. The team will identify tools, from both formal and informal measures, formative and diagnostic, to determine individual student needs and target extra help to ensure both academic and social-emotional needs are addressed. To foster a positive environment and sense of community, staff will meet prior to the start of school to discuss individual student needs and share best practices with in-person, remote, or hybrid models of learning, will assist in identification of additional professional development needs related to teaching remotely and the use of technology. Staff will participate in the development of a school-wide plan to share information about individual needs and each student’s responses to blended, in-person and/or remote learning. Parent meetings and workshops will provide opportunities for parents to participate in trainings to ensure comfort and ease with instructional programs and any technological platforms and devices used to deliver instruction.

Typically, standardized testing is completed twice a year. Staff will provide feedback on the assessment process used for the two progress reports completed during the COVID shutdown. Tools and procedures will be adjusted according to their feedback. In addition, some of the tools already used for diagnostic assessment lend themselves to being used, regardless of the learning program the child is enrolled. For students enrolled in fully remote learning, parents will be queried on their interest and willingness for in-person assessment.

**Communication**

A variety of tools will be used to inform parents of decisions to change or adjust schedules or to fully transition back to all remote. These tools include eblasts, text messaging, postings in Class Dojo and letters home. Messaging will be in Spanish and English, with outreach via phone interpreter in other languages, if needed. Ideally, as much advanced notice as possible would be provided before implementing the changes though circumstances may not allow for it. Staff will be informed of decisions at video meetings or through email, depending on timing and the situation.
L. SPECIAL EDUCATION

The IEP as the basis for instruction and builds developmentally appropriate activities around the individual goals and objectives of each child. Students with IEPs will be provided with all services, accommodations and modifications, supplementary aids and services and assistive technology to the greatest extent possible, regardless of service delivery model. For children learning through a remote or hybrid model, schedules and services will also consider parents’ schedules, priorities and the unique needs of each child and services in the remote model. For students approved to use FM/HAT systems at school, Clarke will discuss with parents the use of that technology at home, if the child is learning remotely. The discussion will include the parent’s interest in using it, the child’s needs and the benefits of using it, the supports and training the family would need to be able to effectively use it, etc. The CPSE administrator will then be contacted to develop the plan for home use of the devices. Teachers will continue to collect data and use this data to monitor each student’s progress toward their annual goals, for all of the learning models, using tools appropriate to those models.

Each student’s team will meet with parents at the beginning of the school year to discuss the parents’ concerns, priorities, resources/needs and to ensure there is an understanding of the school’s efforts to provide services consistent with the recommendations on the IEP and monitor student progress. Parents will be encouraged to be active participants in learning activities, carryover activities, and individual sessions with the teacher or related service providers. For parents whose preferred language is not English, either a staff member who is bilingual or Pacific Interpreters, the phone-based interpreter service Clarke contracts with, will be used to facilitate discussion and regular communication in the parent’s preferred language. Communication in the parent’s preferred mode of communication will occur, as requested.

Parents will be provided with a learning plan for their child, documenting any deviations from the approved IEP and the steps and contact information for requesting changes.

Considerations for Related Service Provision

All students with IEPs receive speech therapy and some students receive occupational therapy and/or physical therapy. Consideration has been given to the impact on related service provision with different learning models.

For students who are in-person for the blended model, the priority will be on providing in-person services on those days. Any mandates not fully provided will be scheduled on remote days, to the greatest extent possible and appropriate after discussion and agreement with the parent. For students in the Remote model, the therapist will discuss the schedule preferences with parents and then develop the schedule based on family factors/schedule/preferences and the child’s unique needs to the greatest extent possible.

Caseloads

Caseloads will be designed to limit service providers working with students in different cohorts on the same day. When/If a service provider works with more than one cohort in a day, fresh PPE will be used to limit the sharing of germs. When possible, different spaces will also be used.

Clarke will continue to collaborate and communicate with the CPSE teams regarding students, providing specific information beyond typical upon request.
Student Data Collection
Changes in student data collection will change as a result of the differences in service models. Attendance data related to remote and hybrid learning participation will be different than traditional in-person learning, requiring a procedure be developed to make daily contact with students in remote or hybrid settings and to document it. In addition, Clarke’s procedures for collecting standardized test information twice per year will need to be amended, should in-person learning not fully return at those key points. Some of the tests are not normed for remote use and others are not conducive to remote use due to limitations of technology.

M. Bilingual Education and World Languages

Clarke is considered a monolingual program, although many of the families in our program use a language other than English at home. Clarke’s plan and practices reflect a mindfulness of the unique challenges faced by families with limited English proficiency. Clarke uses the services of a phone-based interpreting service, which enables language access for more than 100 different languages for in-person, phone, and virtual meetings. In addition, many of staff members are bilingual, enabling direct communication with families.

Clarke will provide support and guidance on the logistics and functionality of a remote or hybrid learning models through written materials, email, and virtual meeting in English and Spanish, via interpretation. In addition, parents can select their preferred language in Class Dojo, which will automatically translate information and communication into that language. Clarke will also share information from the CDC, NYSED, DOH and other sources that are already translated into Spanish and other languages.

With these resources,

All teachers and administrators will receive professional learning on topics related to the use of technology and hybrid or remote learning strategies and resources for working with English Language/Multilanguage Learners

- Culturally Responsive-Sustaining Education Framework during hybrid or remote learning http://www.nysed.gov/crs

Regional Bilingual Education Resource Network (RBERN) Professional Learning Opportunities https://drive.google.com/file/d/14iZNIHQq7B9AcnTabMINITFUYPGFZFbP/view
N. STAFFING

Staff schedules will reflect the need to be in person for direct care of students or to support the direct care of students. Whenever possible, if staff member can fulfill their job responsibilities remotely, they will do so. On in-person days, staff will be able to adjust their arrival time based on their commute and safety, provided they arrive before students and that the room and materials are prepared for safe and enriching instruction prior to departure. Staff will also be able to leave earlier, after students leave, and finish at homework that can be done remotely, documenting their work during that time. Clarke has developed a decision-making process to identify staff by role, responsibilities and need to be in-person or work remotely. This will continue to be used when planning for space, staff, schedule and safety.

Despite an ongoing teacher shortage, Clarke works closely with our staff to ensure that all teachers and teacher assistants hold a valid and appropriate certificate for their assignment or maintain their enrollment in school as per their study plan agreement. Licenses and certifications will be verified via NYSED’s and Office of the Professions online tools. It is possible that additional staff may be needed to cover absences and supervision requirements. Substitute teachers will have an important role to play upon reopening, especially if there are extensive or protracted staff absences or in certain staff intensive instructional models that blend remote and in-person learning.

Accommodations

Staff members who are requesting an accommodation from reporting for in-person work due to concerns about their own health must notify the Human Resources department and then comply with submitting requested information before the agency can determine if a reasonable accommodation can be made based on applicable law, regulation and the agency’s needs and resources.

Meetings

Faculty and Staff Meetings will occur using video or teleconferencing for faculty and staff meetings and conferences to reduce the density of congregations, per CDC guidance “Interim Guidance for Businesses and Employers to Plan and Respond to Coronavirus Disease 2019 (COVID-19).” When videoconferencing or teleconferencing is not preferable or possible, BHSC will hold meetings in open, well-ventilated spaces and ensure that individuals maintain appropriate social distance (e.g., leave space between chairs, have individuals sit in alternating chairs).

Staff Training

Training on provisions of the plan, active and ongoing surveillance of students, other staff, and visitors for known signs/symptoms of covid-19 and signs/symptoms of illness in general that can’t be attributed to other illness, appropriate use, removal and disposal of PPE, Hand Hygiene, including how to wash hands appropriately and symptoms of Multisystem Inflammatory Syndrome in Children (MIS-C) associated with COVID-19 will be done with all staff before students return to school and will be addressed ongoingly in staff meetings.

Professional Development

Plans for professional development will enable personnel to best support students, families and staff during and after the COVID-19 public health emergency while developing coping and resilience skills in students and staff. It is important that leadership team and staff first reflect on what they have accomplished, their challenges and frustrations, and even their anger at what they have lost professionally and personally during this time. Professional learning opportunities will foster connection with colleagues, internal and across the city, state and county, intellectual stimulation-learning, learning on social emotional competencies, community well-being, social emotional learning and support, culturally responsive practice, equity, bias and structural racism.
Mandated Reporter Responsibilities
Staff members are required to complete Mandated Reporter training every two years. In addition, regular discussions at orientation and staff meetings focus on the responsibilities related to reporting requirements.

O. STUDENT TEACHING

Clarke currently hosts 4 student teachers, who are also employees, from Fontbonne University’s Masters Degree in Deaf Education program, funded through an OSEP grant. Clarke will consider student teachers and speech interns on a case by case basis.

P. TEACHER AND PRINCIPAL EVALUATION SYSTEM

NOTE: This required section of the reopening plan is not applicable since 4410 and 853 programs are not subject to the specific laws and regulations regarding professional evaluation cited in the NYSED guidance.

Q. CAREER AND TECHNICAL EDUCATION

NOTE: CTE does not specifically apply to 4410 programs except for the basic Learning Standards which can be achieved in remote, blended or in-person preschool instructional models.

Any 853 programs engaged in a robust CTE programs, especially those with a “work-based” learning component should describe below some of the modifications which will be required to help students to make continued progress, especially in periods of remote or blended learning.

R. ATHLETICS AND EXTRA CURRICULAR ACTIVITIES

NOTE: While athletics and extra-curricular activities are generally not part of any 4410 program and may have only limited manifestation in an 853 program. However, should such events or activities be contemplated and permitted by governmental authorities, our agency will comply completely with the guidance and requirements set forth in the DOH Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency. Should facilities under our control be used at any time by external community organizations, those groups will be required to follow State and local directives and health requirements regarding social distancing, hygiene and sanitation.
Arrival and Dismissal Procedures
Clarke has one entrance and exit, not including emergency egresses. Arrival and departure will be done in a way that reduces the number of people in the lobby and vestibule, including children who arrive or depart on a NYC DOE contracted bus, a Westchester county contracted bus, or by parent/caregiver transport. Staggered arrivals and departures are necessary given the space limitations. Once Clarke is notified by NYC DOE about the contracted bus company assigned to Clarke, specific times and procedures will likely change.

Arrival Procedures
1. Children being dropped off by parents will have staggered arrival time before or after the buses’ arrival times to reduce congestion.
2. Buses will be unloaded one at a time. Students will remain on their bus until it is that bus’s turn to unload.
3. Clarke staff, wearing gloves and masks, will go to the door of the bus.
4. Prior to unloading the bus, the driver/escort will be asked for a report on temperature checks, signs/symptoms of illness, absences and reasons for absences.
5. The bus staff will need to remove the children from the bus. Clarke staff will not enter the bus.
6. Children’s temperature will be screened either upon disembarking from the bus or upon entering the vestibule.
7. The bus will wait until all children are unloaded and temperature screened before pulling away.
8. If the child has signs or symptoms of illness or has an abnormal temperature scan, the child will be isolated and rescreened to determine if the temperature scan was a false positive.
9. Children with an abnormal temperature screen or other signs or symptoms of illness will be isolated until a parent can pick them up, if the bus is unable to bring them home.
10. Students will use hand sanitizer upon arriving in the lobby.
11. Students will be escorted to their classrooms as soon as possible to reduce the number of people in the lobby.
12. After unpacking, children will wash their hands in the closest available bathroom.

Dismissal Procedures
1. Parent/Caregiver pickup and bus transport will be at staggered times.
2. Children will be toileted just before packing up for dismissal.
3. Children will be dismissed to the buses one bus at a time. The bus’s arrival will be announced to the school community.
4. Parent/caregivers who are picking up a student will also have to wait outside of the building.
5. Escorts will wait outside the building, taking no more than two children at a time. Staff can help bring additional children to the bus.
6. Although children with IEPs are approved for busing, some parents prefer to transport their child themselves. Parents will be notified that punctuality is critical under the circumstances and their cooperation is required to follow the schedule for their child’s arrival and departure, if self-transporting, otherwise transportation will need to be by bus.